

**THE EFFECT OF STORYTELLING STRATEGY TOWARD
STUDENTS' SPEAKING ABILITY OF NARRATIVE
TEXT AT THE SECOND YEAR OF
MTs MUHAMMADIYAH 02
PEKANBARU**



By

M. SYUKRON KATSIR

NIM. 10714000155

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

**THE EFFECT OF STORYTELLING STRATEGY TOWARD
STUDENTS' SPEAKING ABILITY OF NARRATIVE
TEXT AT THE SECOND YEAR OF
MTs MUHAMMADIYAH 02
PEKANBARU**

A Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



BY

M. SYUKRON KATSIR

NIM. 10714000155

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Storytelling Strategy toward Students’ Speaking Ability of Narrative Text at the Second Year of MTs Muhammadiyah 02 Pekanbaru*” written by M. Syukron Katsir NIM. 10714000155. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University (UIN) Sultan Syarif Kasim Riau, to fulfill a requirement for getting Undergraduate Degree (S.Pd) in English Education.

Pekanbaru, Jumadil ahir 28, 1432 H
May 30, 2011 M

Approved by

The Chairperson of English
Education Department

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Bukhori, S.Pd.I, M.Pd.

EXAMINER APPROVAL

This thesis is entitled “*The Effect of Storytelling Strategy toward Students’ Speaking Ability of Narrative Text at the Second Year of MTs Muhammadiyah 02 Pekanbaru*” written by M. Syukron Katsir NIM. 10714000155. It has been accepted and approved by the Final Examination Committee of Undergraduate Degree of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. It is submitted as partial requirements for bachelor degree award (S.Pd.) in English Education Department.

Pekanbaru, Rajab 25, 1432 H
June 27, 2011 M

Examination Committee

Chairman

Secretary

Prof. Dr. H. Salfen Hasri, M.Pd.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. H. Thamrin, M.Si.

Idham Syahputra, M.Ed.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

Nip. 197002221997032001

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Through His guidance and His blessing, the writer has completed academic requirement for the award of bachelor degree at the Department of English Education, Faculty of Education and Teacher Training of State Islamic University (UIN) Sultan Syarif Kasim Riau.

The title of this thesis is the Effect of Storytelling Strategy toward Students' Speaking Ability of Narrative Text at the Second Year of MTs Muhammmadiyah 02 Pekanbaru.

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M. Ag, the dean of Education and Teacher Training Faculty and all staff.
3. Dr. Hj. Zulhiddah, M. Pd, the chairperson of English Education Department.
4. Bukhori, S. Pd. I, M. Pd, the secretary of English Education Department and also my supervisor who has given me correction, suggestion, support, advice and guidance in completing this thesis.
5. Drs. M. Syafii, M. Pd, who has given me correction, suggestion, support, advice and guidance in finishing this thesis.
6. Drs. Samsi Hasan, MH. SC, who has given me books, correction, suggestion, support, advice and guidance in finishing this thesis.
7. All lecturers who have given me their knowledge and information through the meeting in the class.

8. The Headmaster of MTs Muhammadiyah 02 Pekanbaru Sudirman, S.Ag, M.Pd,I, the English teacher Gustini, S.Pd and Umar, S.Pd, and all staff that really help me in finishing this research.
9. My beloved parents Drs. H. Ibrahim MD and Hj. Yustiar who have given meaningful and useful supports to accomplish this thesis.
10. My sisters Yustima YS, S. Ag, Elviani S. Pd and my brother M. Syukri who have given me support to accomplish this thesis.
11. My best friends all members of A class Xkandar, Wendy, Wakhid, Icon, Endry, Indra, Chandra, Dedy, Rial, Hendrawan, Idris, Imel, Hermai, Belda, Fiwi, Fisus, Elza, Erma, Hardi, Irawati, JS, Merry, Mimi, Nella, Nesti, Nina, Inur, Santi, Sepi, Wella. Thanks for your supports and motivation we are always classmates and friends forever.
12. For all people who have given me the great support in conducting and finishing this thesis, this cannot be written one by one.

Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the Lord of universe bless you all. Amin . . .

Pekanbaru, May 30, 2011

The writer

M. Syukron Katsir
NIM. 10714000155

ABSTRACT

M. Syukron Katsir (2011): “The Effect of Storytelling Strategy toward Students Speaking Ability of Narrative Text at the Second Year of MTs Muhammadiyah 02 Pekanbaru”.

The English teachers at MTs Muhammadiyah 02 Pekanbaru has implemented some strategies to increase students' speaking ability such as the teacher taught students by giving explanation about the materials and then the teacher asked the students to question and give responds, sometimes the teacher used guessing games and discussion. The teacher has applied an interesting strategy and it was not monotonous teaching strategy. In fact, the students still cannot speak English well of narrative paragraph.

This study was carried out at MTs Muhammadiyah 02 Pekanbaru. The subject of this research was the students at the second year of MTs Muhammadiyah 02 Pekanbaru, and the objective of the research is to know speaking ability of students' before being taught by Storytelling strategy, to know speaking ability of students after being taught by Storytelling strategy, to know there is any significant effect of storytelling strategy toward students' speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru.

In this research, the type of research used was pre experimental research. The writer took one group pretest-posttest design. The writer used one class as sample that consists of 30 students. Before giving the treatment, the students were given pre-test and post-test were given after the treatment.

The technique of collecting data was the observation and test. The observation was used in order to find out the implementation of Storytelling strategy and the test was used in order to find out the students' speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru. The technique of data analysis used T-test in order to find out the relationship between pre-test and post-test by using SPSS 16.00 Version.

Based on the data analysis, the writer has concluded that there is significant effect of storytelling strategy toward speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru

ABSTRAK

M. Syukron Katsir (2011): “Pengaruh dari Penggunaan Strategi Storytelling terhadap Kemampuan Berbicara Siswa pada Teks Narrative di Kelas Dua MTs Muhammadiyah 02 Pekanbaru”.

Guru Bahasa Inggris di MTs Muhammadiyah 02 Pekanbaru sudah menerapkan beberapa strategi untuk meningkatkan kemampuan berbicara siswa seperti guru mengajar siswa dengan memberikan penjelasan tentang materi dan juga guru bertanya kepada siswa untuk bertanya dan memberikan respon, kadang-kadang guru menggunakan guessing game dan berdiskusi. Guru telah menerapkan beberapa strategi yang menarik tetapi itu tidak menjadi strategi pengajaran yang monoton. Kenyataannya, siswa masih tidak dapat berbahasa Inggris dalam paragraf narrative.

Penelitian ini dilakukan di MTs Muhammadiyah 02 Pekanbaru. Subjek penelitian ini adalah siswa kelas dua MTs Muhammadiyah 02 Pekanbaru, dan tujuan penelitian adalah untuk mengetahui kemampuan berbicara siswa 'sebelum diajarkan oleh strategi storytelling, untuk mengetahui kemampuan berbicara siswa setelah diajarkan oleh strategi storytelling, untuk mengetahui ada pengaruh yang signifikan dari strategi storytelling pada kemampuan berbicara siswa dari teks narasi pada tahun kedua MTs Muhammadiyah 02 Pekanbaru.

Dalam penelitian ini, jenis penelitian yang digunakan adalah penelitian pre-eksperimental. Penulis menggunakan *One group pretest posttest-desain*. Penulis menggunakan satu kelas sebagai sampel yang terdiri dari 30 siswa. Sebelum memberikan pengajaran, siswa diberi pre-test dan post-test diberikan setelah pengajaran.

Teknik pengumpulan data adalah Observasi dan Tes. Pengamatan ini digunakan untuk mengetahui pelaksanaan strategi storytelling dan tes digunakan untuk mengetahui kemampuan siswa berbicara tentang teks narasi pada kedua teknik MTs Muhammadiyah 02 Pekanbaru. Analisis data yang digunakan adalah T- Test yaitu untuk mengetahui hubungan antara pre-test dan post-test dengan menggunakan SPSS Versi 16.00.

Berdasarkan analisis data, penulis menyimpulkan bahwa ada pengaruh yang signifikan dari strategi storytelling terhadap kemampuan berbicara teks narasi pada siswa kelas dua MTs Muhammadiyah 02 Pekanbaru.

الملخص

M. Syukron Katsir (2011) : "إن تأثير استراتيجية القص تجاه الطلاب حديثه قدرة النص السرد في السنة الثانية من MTS 02 بيكانبارو المحمدية".

لمدرسي اللغة الإنجليزية في MTS 02 بيكانبارو المحمدية وقد نفذت بعض الاستراتيجيات لزيادة قدرة الطلاب تحدث مثل المعلم يدرس الطلاب بإعطاء شرح عن المواد ثم سأل المعلم الطلاب على السؤال وإعطاء يستجيب ، وتستخدم في بعض الأحيان التخمين الألعاب والمعلمين المناقشة. وقد طبقت المعلم استراتيجية مثيرة للاهتمام وأنه لم يكن رتابة استراتيجية التدريس. في الواقع ، يمكن للطلاب لا يزال يتحدث الإنجليزية بشكل جيد من الفقرة السرد.

وقد أجريت هذه الدراسة في MTS 02 بيكانبارو المحمدية. كان موضوع هذا البحث للطلاب في السنة الثانية من MTS 02 بيكانبارو المحمدية ، والهدف من هذا البحث هو معرفة قدرة يتحدث عن الطلاب قبل ان يتم تدريسها من قبل استراتيجية القص ، لمعرفة قدرة تحدث من الطلاب بعد أن تدرس من قبل القص استراتيجية ، لمعرفة وجود أي أثر هام من استراتيجية القص باتجاه قدرة الطلاب متحدثا عن النص السرد في السنة الثانية من MTS 02 بيكانبارو المحمدية.

في هذا البحث ، هو نوع من البحث المستخدمة البحوث التجريبية السابقة. اتخذ الكاتب مجموعة واحدة ، يختبر مسبقا البعدي التصميم. استخدمت الكتابة فئة واحدة كما أن العينة تتكون من 30 طالبا. قبل إعطاء العلاج ، ونظرا لطلاب مرحلة ما قبل الاختبار واعطيت بعد الاختبار بعد العلاج.

وكان أسلوب جمع البيانات والملاحظة والاختبار. كانت تستخدم في المراقبة لمعرفة تنفيذ استراتيجية القص ، وكان يستخدم لاختبار لمعرفة قدرة الطلاب متحدثا عن النص السرد في السنة الثانية من المحمدية MTS تقنية The .Pekanbaru 02 من تحليل البيانات المستخدمة T - اختبار من أجل معرفة العلاقة بين اختبار ما قبل وما بعد تجارب باستخدام SPSS 16.00 الإصدار.

استنادا إلى تحليل البيانات ، وخلص الكاتب أن هناك تأثير كبير للاستراتيجية القص نحو يتحدث قدرة النص السرد في السنة الثانية من MTS 02 بيكانبارو المحمدية

LIST OF CONTENT

SUPERVISOR APPROVAL

EXAMINER APPROVAL

ACKNOWLEDGMENT

ABSTRACT

LIST OF CONTENT

LIST OF TABLE

CHAPTER I INTRODUCTION	1
A. The Background.....	1
B. The Reason of Choosing the title	4
C. The Definition of Term.....	4
D. The Problem.....	5
E. The Objective and the Significance of the Research	7
F. The Research Paper Organization.....	8
 CHAPTER II RIVIEW OF RELATED LITERATURE	 10
A. The Theoretical Framework.....	10
B. The Relevant Research	17
C. The Operational Concept.....	18
D. The Assumption and the Hypothesis	19
 CHAPTER III METHOD OF THE RESEARCH	 20
A. The Research Design	21
B. The Location of the Research	21
C. The Subject and the Object of the Research	21
D. The Population and the Sample	22
E. The Technique of Collecting Data.....	23
F. The Technique of Data Analysis.....	32
G. The Validity and the Reliability of the Test	35
 CHAPTER IV PRESENTATION OF THE DATA ANALYSIS.....	 36
A. The Description of the Data	36
B. The Data Presentation	37
C. The Data Analysis.....	48
 CHAPTER V CONCLUSION AND SUGGESTION	 50
A. Conclusion	50
B. Suggestions	51

BIBLIOGRAPHY	52
---------------------------	-----------

APPENDIX

LIST OF TABLE

TABLE III. 1 Research Design.....	21
TABLE III. 2 The Number of Students at the second Year of MTs Muhammadiyah 02 Pekanbaru	22
TABLE III. 3 Accent.....	24
TABLE III. 4 Grammar.....	25
TABLE III. 5 Vocabulary	26
TABLE III. 6 Fluency	27
TABLE III. 7 Comprehension	28
TABLE III. 8 The Percentage of Students Speaking Ability	29
TABLE III. 9 Classification of the Students' Score	30
TABLE III.10 Assessment Aspect of Speaking Ability of Narrative Text.....	31
TABLE III. 9 Paired Sample Correlation	35
TABLE IV. 1 The Recapitulation of the Observation	38
TABLE IV. 2 The Distribution of Frequency of Students' Pre-test Scores....	40
TABLE IV. 3 The Distribution of Frequency of Students' Post-test Scores ..	41
TABLE IV. 4 Students' Pre-test Scores.....	43
TABLE IV. 5 Mean and Standard Deviation of Pre-test Scores.....	45
TABLE IV. 6 Students' Post-test Scores	46
TABLE IV. 7 Mean and Standard Deviation of Post-test Scores	47
TABLE IV. 8 Paired Samples Statistics	48
TABLE IV. 9 Paired Samples Correlations	48
TABLE IV.10 Paired Samples Test	49

CHAPTER I

INTRODUCTION

A. The Background

In teaching and learning English there are so many problems that have occurred, because in Indonesia, English is not mother tongue. Douglas Brown said that “Learning a second language is long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking and acting¹. In other words, it is difficult for students to master English as the new language for them. In mastering English, they should have good proficiency; the students have to learn the important parts of Language. There are four skills that the students should master at the end of their learning process, they are listening, speaking, reading and writing. In this research, the writer just focuses on speaking.

The aim of speaking is to convey information to others. So, there is feedback whenever the information is sent. For the students, the ability of English speaking is an important measurement of academic success. In teaching speaking, teachers should have the ability to guide students in order to increase the students’ speaking ability. To accomplish the students’ need

¹ H. Douglas Brown. 1994. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Francisco State University: Prentice Hall Regents), p. 1

toward speaking ability, School Based Curriculum (KTSP) provides it as one of the skills that students' should be mastered. That is also applied in MTs Muhammadiyah 02 Pekanbaru.

According to syllabus, the basic competence of speaking for second grade is the students are able to express the meaning of oral functional text². Teaching speaking in the school of MTs Muhammadiyah 02 Pekanbaru, the mastery of speaking is integrated with the mastery of genre, one of genre taught for the second semester is narrative text. In understanding narrative text, students must accomplish some indicators of narrative text. That students must be able to tell a story in the form of narrative text, retell a story that students know very well, and tell a story based on the series of pictures given.

To achieve the goal of curriculum, the English teacher has implemented some strategies. The teacher taught students by giving explanation about the materials and then the teacher asked the students to question and give responds. Sometimes, the teacher used guessing games, and discussion. From the explanation above, the teacher has applied an interesting strategy and it was not monotonous teaching strategy. In fact, the students still cannot speak English well of narrative paragraph. It can be seen in the following symptoms:

1. Most of the students are not able to pronounce English accurately in expressing a fable of narrative text.

² Gustini. *Syllabus of MTs Muhammadiyah 02 Pekanbaru 2009-2010*. (Pekanbaru : Unpublished, 2010), p. 3-4

2. Most of the students are not able to speak fluently in expressing a fable of narrative text.
3. Most of the students are not able to speak grammatically in expressing a fable of narrative text.
4. Most of the students have lack vocabulary in expressing a fable of narrative text.

Based on the explanation above, the problems may be caused by implementing appropriate teaching strategy. Actually, there are some teaching strategies that can be used by the teacher to increase students speaking ability, one of them is Storytelling Strategy.

According to Alison, there is a way to make students able to speak English well, it is called Storytelling Strategy³. Storytelling is one of the strategies that can improve students' speaking ability because storytelling gives greater chance to express the students' ideas, and storytelling can develop the students' leadership talent and discussion skill, then the students' are more active in their study and active to participate in the discussion of class, and then storytelling can cooperate among group members.

Related to the explanation above, the writer is interested in carrying out a research entitled **“The Effect of Storytelling Strategy toward Students Speaking Ability of Narrative Text at the Second Year of MTs Muhammadiyah 02 Pekanbaru”**.

³ Davies Alison. 2007. *Storytelling in the Classroom*. (London: Paul Chapman Publishing), p. 3

B. The Reason of Choosing the Title

The reason why the researcher is interested in carrying out a research on the topic above is based on several considerations:

1. The research problems are interesting and challenging to be investigated by the writer.
2. The topic is relevant to the researcher as one of the students of the English education department.
3. The writer wants to know how far the effect of using storytelling strategy toward students speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru
4. As far as the writer is concerned, this title has never been researched before.

C. The Definition of Term

The terminology used in this research can be defined as in the following:

1. Storytelling

Storytelling is the oral presentation of story from memory by individuals of a group⁴. In this research, storytelling means is a strategy used in order to know its effect toward students' speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru.

⁴ Brown, J.S.S. Denning. 2004. *Storytelling in Organizations: Why Telling is Transforming*. 21 st Century organization and management. (Retrieved on Monday/31/01/2011) at www.Storynet-atvocacy.org.the.

2. Narrative

Narrative is a genre of text, which tells about fables, legends, fairy tale, etc⁵. In this research, narrative means is that the students' must be able to tell a story in the form of narrative text on fables.

3. Speaking Ability

Speaking is to express the needs, request, information, service, etc⁶. Ability is power and skill, especially to do better⁷. In this research, speaking ability means students are able to express the needs, requests, information and service of narrative text.

D. The Problems

1. The Identification of Problems

The identification of problems in this research is going to be:

- a. Why are most of the students not able to pronounce English sounds accurately?
- b. Why are most of the students not able to speak English fluently?
- c. Why are most of the students not able to speak English grammatically?

⁵ Toolan, Michel 2001. *Narrative: A Critical Linguistic*. (Retrieved on Tuesday /01/02/2011) at www.Wikipedia.com.org

⁶ Gillian Brown and George Yule, 1989. *Teaching the Spoken Language: Approach Based on Analysis of Conversation English*. Australia: Cambridge University, p. 14. (Retrieved on, Monday /31/01/2011) at <http://www.scrib.com/22057958/The-Improvement-of-Student's-Speaking-Skill>.

⁷ Victoria Bull, 2008. *Oxford Learner's Pocket Dictionary, Fourth Edition*. (New York: Oxford University Press) p. 1

- d. Why are most of the students have lack English vocabulary?
- e. How is students' speaking ability before being taught by Storytelling Strategy?
- f. How is students' speaking ability after being taught by Storytelling Strategy?
- g. Is there any significant effect of storytelling strategy toward students speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru?

2. The Limitation of the Problems

The researcher will limit the problem from this research to the context of the effect of storytelling strategy toward students speaking ability at the second year students of MTs Muhammadiyah 02 Pekanbaru and to shorten the time of the research, the researcher limits the material and uses story telling in teaching narrative text at the second year students of MTs Muhammadiyah 02 Pekanbaru. The writer chooses narrative text, because based on standard competence of syllabus, the students should be able to express the meaning of oral functional text. So that, narrative is a text that matches to achieve the standard competence in speaking, because this text tells about the fables that make students interested in practicing English.

3. The Formulation of the Problems

Based on limitation of the problems, the writer formulates the problems as follow:

- a. How is the speaking ability of students before being taught by Storytelling strategy?
- b. How is the speaking ability of students after being taught by Storytelling strategy?
- c. Is there any significant effect of the students' speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru before and after implementing Storytelling strategy?

E. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To know the speaking ability of students before being taught by Storytelling strategy.
- b. To know speaking ability of students after being taught by Storytelling strategy.
- c. To know there is any significant effect of students speaking ability at the second year of MTs Muhammadiyah 02 Pekanbaru before and after implementing Storytelling strategy.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. The research findings are to give the valuable input to the teachers of English at MTs Muhammadiyah 02 Pekanbaru especially and all English teachers generally as attempt to improve students' speaking ability.
- b. The research findings are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching speaking.
- c. Motivating students to improve their speaking ability in order to give chance for students to master English.

F. The Research Paper Organization

The result of this research is presented in a report which consists of five chapters as follows:

Chapter I Introduction: The Background of the Problem, Definition of the Term, Problem, and The Reason of choosing the Title, Objective and Significance of the Research.

Chapter II Review of Related Literature: The Theoretical Framework, Relevant of the Research, Operational Concept, Assumption and Hypothesis.

Chapter III Method of the Research: Research Design, the Location of the Research, the Subject of the Research, the Object of the Research, the Population and the Sample, Technique of Data Collection, and Technique of Data analysis

Chapter IV Data Presentation and Analysis: Description of the Research Instrument, Data Presentation, and Data Analysis

Chapter V Conclusion and Suggestions: Conclusion and Suggestions

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking

The most important aspect of learning the language is mastering speaking. Speaking can be described as the ability of person to express their ideas. Speaking is a language skill through which someone can express ideas or information to the others. Hornby states that to speak means to reproduce words or to use word in ordinary voice, utter words by using conversation¹. In the same way Swan says that speaking is uttering words in formal situation².

Brown defines that speaking is oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what³. Furthermore, learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and

¹ Hornby, A.S. 2003. *Oxford Advanced Learners' Dictionary: International Student's Edition, Sixth Edition*. (UK: Oxford University Press), p. 1289

² Swan, Michael. 2005. *Practical English Usage*. (New York: Oxford University Press), p. 134

³ Brown, H. Douglas. 2003. *Language Assessment: Principles and Classroom Practices..* (New York: Pearson Education Inc), p. 140

inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form.

2. The Nature of Speaking Ability

Paulston and Brunder said that speaking ability is taken to be the objectives of language teaching: the production of speaker competent to communicate in target language⁴. Bruder said that there are four rating criteria of test focus on four areas of speaking ability. These areas are language function, appropriateness, coherence, and accuracy⁵.

- a. Language functions *include narrating, comparing, giving and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc.* Each question focuses on one or more language functions. While you may include other language functions in your response, the focus

⁴ Christiana Brat Paulston and Mary Newton Brunder. *Teaching English as a Second Language: Techniques and Procedures*. (Massachusetts: Winthrop Publisher Inc, 1976), p.55

⁵ Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English*. (New York: Cambridge University Press, 1985), p.6

of your response should address the language functions stated in the question.

- b. Appropriateness *refers to responding with language appropriate for the intended audience or situation.* In some questions you are asked to respond to the narrator without any specifics given. In this situation, respond with a polite, friendly tone, as if you were talking with a respected colleague. Other questions may ask you to imagine you are talking to a friend, supervisor, business associate, customer, classmate, professor, medical professional, or patient. Sometimes the test specifies that you are talking with someone who works at the same company or institution as you. At other times you are asked to pretend to talk to someone without background on the topic you are addressing. Use language appropriate for whatever situation and audience that are specified.
- c. Coherence/Cohesion *reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion).* It is important that your responses are not ambiguous. Opinions and recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process or events in a story should be ordered logically, described clearly, and connect smoothly. Be specific enough in your responses so that listeners do not have to interpret or supplement what you are saying in order to understand your meaning.

d. Accuracy *includes pronunciation, grammar, fluency, and vocabulary.* The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our reason to express our thoughts are all reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors and even strangers, in their language and both of speakers can understand, is surely the goal of very many learners.

3. Teaching Speaking

Speaking skill is important part of curriculum in language teaching. Without speaking the students cannot achieve the good proficiency in English. In teaching speaking it cannot be separated from grammar, vocabulary and pronunciation. Brown said that “the ability of speak fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in”. In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation⁶.

In addition, Grace provides that communicative language teaching technique allowed the language teacher to create activities which involved feature of personalization it can make them very successful

⁶ H. Douglas Brown. 2003. *Language Assessment: Principles and Classroom Practices.* (New York: Pearson Education Inc), p. 140

activities for the classroom. The feature of personalization can make students talk about themselves, their lives, their opinions, beliefs and experience⁷.

From definition above, it can be concluded that in teaching speaking, teachers should have the ability to guide students in order to increase students' speaking ability.

4. The Nature of Storytelling

a. Definition of Storytelling

Josepha said that, storytelling is present in many aspects of human life. Stories are told by grandparents, parents, and other family members. Professional storytellers share their tales at fairs, festivals, schools, libraries, and other sites. Stories are integral to the mediums of television, film, opera, and theater, and storytelling sessions sometimes take place in the business world at special meetings. Campfire tales are meant to make campers shiver and urban legends, contemporary folktales that usually are attributed to a "friend of a friend," are told and retold. No matter how unlikely the tale may be, the teller invariably insists, "It's true!"⁸.

⁷ Grace Stovall Burkart, in *Modules for the Professional Preparation of Teaching Assistants in Foreign Languages* (Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics, 1998), Retrieved on Sunday/20/02/2011, at <http://unr.edu/homepage/hayriyek>

⁸ Sherman, Josepha. 2008. *Storytelling an Encyclopedia of Mythology and Folklore*. (New York: Myron E. Sharpe), p. xvii

Storytelling helps listening and speaking skills. Children will learn the importance of listening and speaking, of how to communicate ideas and interact with others. They will develop their vocabulary and learn when and where to use words and phrases. Storytelling aids in the development of student's ability to interpret and understand events beyond their immediate experience. Student's perception changes as they 'make it real' and identify with the story on a personal level. They are able to do this in a positive and safe environment. Moral tales are particularly good learning tools as they immerse students in situations where they can learn a lesson; they then discover the truth in their own way⁹.

Storytelling is one of the oldest human activities, possibly as old as language itself¹⁰. Long before modern media entertain us, storytelling was a common pastime, and a good storyteller was a valuable attribute to the community.

Steven said that, Narrative applies to visual medium of storytelling. Narrative gives expression to feelings, but within the framework of a story and its telling¹¹.

⁹ Davies Alison. 2007. *Storytelling in the Classroom*. (London: Paul Chapman Publishing), p. 5-6

¹⁰ Sherman, Josepha. 2008. *Storytelling an Encyclopedia of Mythology and Folklore*. (New York: Myron E. Sharpe), p. xvii

¹¹ Cohan Steven, 2001. *Telling Stories a Theoretical Analysis of Narrative fiction* (London: British Library), p. 1-2

Storytelling offers many children an opportunity to develop skills and excel in oral expression, gaining respect that they had not experienced before from peers. Storytelling as a means to strengthen learning and cultivation of skills in all disciplines has generally been neglected by schools and teachers, who generally are receptive to innovative storytelling when exposed to it. For most school officials, parents, and politicians, storytelling is performance or platform storytelling; good and healthy amusement for the children but not related to the learning processes that they hope will make the children successful in their careers, successful and responsible citizens, and successful consumers.¹².

b. The Advantages of Storytelling Strategy

The Advantages of Storytelling strategies are as follows:

- 1) Storytelling is a greater chance to express student's ideas.
- 2) Storytelling can develop students' leadership talent and discussion skill.
- 3) The Students are more active in their study and active participate in discussion class.
- 4) Storytelling can cooperate among group members.

¹² Zipes Jack, 2004. *Speaking Out Storytelling and Creative Drama for Children*. (New York: Routledge), p. 19-21

B. The Relevant Research

To avoid the same title used in the research, than the writer shows the relevant research, which is done by two previous students of English Education Department of UIN SUSKA RIAU. First, the research was conducted by Sesebra entitled *The Effect of Using Peer Lesson Strategy Toward Speaking Ability at the Second Year Students of SMAN 12 Pekanbaru*¹³. She found that by using Peer Lesson Strategy, there is significance in teaching speaking toward the students' speaking achievement. Furthermore in the research that will be conducted by the writer, it has different. The writer used Storytelling strategy in increasing students speaking ability of narrative text at the second year students of MTs Muhammadiyah 02 Pekanbaru. Second, the researchers conducted by Manellosa entitled *The Effect of Group Work Activities toward the Students' Speaking Ability at the Second Year of MTs Al-Muttaqin Pekanbaru*¹⁴. She focused her research with Group Work Activities to improve students' speaking ability. Furthermore in the research that will be conducted by the writer, it has different. The writer used Storytelling strategy to improve students speaking ability at the second year of MTs Muhammadiyah 02 Pekanbaru.

¹³ Hermai Sesebra. *The Effect of Using Peer Lesson Strategy Toward Speaking Ability at the Second Year Students of SMAN 12 Pekanbaru*. (Pekanbaru: Unpublished, 2011), p. i

¹⁴ Vera Manellosa. *The Effect of Group Work Activities Toward The Students' Speaking Ability at The Second Year of MTs Al-Muttaqin Pekanbaru*. (Pekanbaru: Unpublished, 2009), p. i

C. The Operational Concept

The operational concept is the concepts used in accordance with review of related literature. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variable used in this study. The indicators are clue and strategies applied in the implementation of various methods. The indicators are:

1. The using of Storytelling in teaching speaking as the independent variable, symbolized by “x”. The indicators are:
 - a. The teacher prepares stories, suitable for the language level of the students.
 - b. The teacher organizes the students into group of four students.
 - c. The teacher gives each group different stories
 - d. The teacher asks each group to discuss about story has given
 - e. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
 - f. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes
 - g. The Teachers together with the students evaluate students' performances.
 - h. The Teachers together with the students evaluate students' materials.

2. The students' speaking ability as the dependent variable, symbolized by

“y”. The indicators are:

- a. The students are able to express their ideas on fable with accurate English pronunciation.
- b. The students are able to express their ideas on fable fluently.
- c. The students are able to express their ideas on fable with good English grammar.
- d. The students are able to express their ideas on fable with appropriate English vocabularies.

D. Assumption and Hypothesis

1. Assumption

The writer assumes that (1) students' ability in speaking English is various, and (2) many factors can influence students' speaking ability.

2. Hypothesis

H₀: There is no significant effect of using Storytelling strategy toward students' speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru.

H_a: There is significant effect of using Storytelling strategy toward students' speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The type of the research is experimental research. According Jhon, W. Cresswell, “experiment is you test an idea (or practice procedure) to determine whether it influences an outcome or dependent variable”¹. The research design was pre-experimental research. In this research, the writer used the design of the pre-test post-test in one group. Because in conducting this research, one class of second year students of MTs Muhammadiyah 02 Pekanbaru was participated. The class got a pretest at the beginning, treatment in the middle and posttest at the end of the research. The pretest and posttest results were compared in order to determine the effect of the treatment. Gay says that, this research called the One-Group Pretest-Posttest Design, involves a single group that is pretested, exposed to a treatment, and post tested. The success of the treatment is determined by comparing pretest and posttest scores.²

¹ Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Person Education, 2008), p. 299

² L. R Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application 6th edition*. (New Jersey: prentice-Hall, Inc, 2000). p.388-389

Diagram III.1
Research Design



A. The Location of the Research

The research was conducted at the second year students of MTs Muhammadiyah 02 Pekanbaru at Srikandi Street No. 107, Pekanbaru. The research was done for two months, started on April until May 2011.

B. The Subject of the Research

The subject of this research was the students at the second year of MTs Muhammadiyah 02 Pekanbaru.

C. The Object of the Research

The object of this research was the effect of using Storytelling strategy in increasing students' speaking ability.

D. The Population and the Sample

The population of this research was the students at the second year of MTs Muhammadiyah 02 Pekanbaru in academic year 2011. The number of population was 92 students which consist of three parallel classes, each class consist of 30, 32 and 30 students. It can be seen in the following table:

TABLE III.2
NUMBER OF THE SECOND YEAR STUDENTS OF MTs
MUHAMMADIYAH 02 PEKANBARU

No.	Class	Population		
		Female	Male	Total
1	VIII 1	11	19	30
2	VIII 2	12	20	32
3	VIII 3	16	14	30
TOTAL				92

The research design was One-Group Pretest-Post design, so the researcher chose one class as sample. This technique was called Cluster Sampling because the students' ability in speaking English homogenous and the students are at the same level, taught with the similar material and teachers.

F. Technique of Collecting Data

1. Observation

According to Suharsimi, observation is an activity that is concern toward some objects by using the five of senses³. Observation is the way to get some data by observing the object of the research. In this research, observation was used to collect data on the application of Storytelling in teaching learning process.

1. Oral Presentation Test

Oral Presentation Test was used to collect data about student's speaking ability in narrative text. Oral presentations Test was divided in two:

a. Pre-Test

Pre- Test was used to collect data about students' speaking ability in narrative text before applying storytelling strategy.

b. Post-Test

Post- Test was used to collect data about student's speaking ability in narrative text after applying storytelling strategy.

³ Suharsimi Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta), p. 156

According to Hughes, there are some components that should be considered in giving students' speaking ability score: They are accent, grammatical, vocabulary, fluency, and comprehension⁴. So, Hughes describes the rating as follows:

a. Accent

Table III.3

Accent

Category	Requirement
6	Native pronunciation, with no trace of "foreign accent.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
3	"foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make

⁴ Hughes, Arthur. 1989. *Testing for Language Teachers*. (United Kingdom: Cambridge University). p. 111- 112

	understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible.

b. Grammar

Table III.4

Grammar

Category	Requirement
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
1	Grammar almost entirely inaccurate expert in stock phrases.

c. Vocabulary

Table III.5

Vocabulary

Category	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussions of any non-technical subject with some circumlocutions..
3	Choice of words sometime inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for even the simplest conversations.

d. Fluency**Table III.6****Fluency**

Category	Requirement
6	Speech on all professional and general topics as effortless and smooth as native speaker's
5	Speech is effortless and smooth, but perceptively non-active in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven except for short routine sentence.
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

e. Comprehension

Table III.7

Comprehension

Category	Requirement
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversations except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understanding quite well normal educated speech when engaged in a dialogue, but require the occasional repetitions and rephrasing.
3	Understanding careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetitions and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constants repetition and rephrasing.
1	Understanding to little for the simple types of conversations.

To classification the percentage of students' speaking ability can be drawn as follows⁵:

TABLE III.8
THE PERCENTAGE OF IMPLEMENTATION STORYTELLING STRATEGY

Score	Classification
81-100%	Very Good
61-80%	Good
41-60%	Enough
21-40%	Less
<21%	Very less

⁵ Suharsimi, Arikunto. 2009. *Evaluasi Program Pendidikan*. (Jakarta: Bumi Aksara), p. 35

So, based on the description above, the classification of the students' Speaking Ability can be drawn as follows⁶:

TABLE III.9
CLASSIFICATION OF THE STUDENTS' SCORE IN TERM OF THE
LEVEL OF ABILITY

Score	Classification
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
30-39	Vail

⁶ Suharsimi, Arikunto. 2009. *Dasar- Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara), p. 245

In MTs Muhammadiyah 02 Pekanbaru they used following form to assess the speaking ability of students.

Table III. 8
ASSESSMENT ASPECTS OF SPEAKING MONOLOGUE
NARRATIVE TEXT

No	Aspects Assessed	Score					
		1	2	3	4	5	6
1	Accent						
2	Grammar						
3	Vocabulary						
4	Fluency						
5	Comprehension						
Total							
Maximum Score		20					

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score : maximum score x 100

So this research used this technique in giving score to the speaking ability of students.

G. Technique of Data Analysis

To analyze the implementation of Storytelling Strategy, the researcher used formula⁷:

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Total Percentage

F = Frequency

N = Number of cases

In order to analyze the students' speaking ability in narrative text, the researcher used standard passing score of English Lesson in MTs Muhammadiyah 02 Pekanbaru (SKL) that was 60 for the students' speaking ability of narrative text, it means for those who get score <60, they do not pass graduated standard (SKL), while for those who get score ≥60, they pass graduated standard (SKL).

⁷ Anas Sudijono, 2000. *Pengantar Statistik Pendidikan*. (Jakarta: PT Grafindo Persada), p. 40

In order to find out whether there is a significant difference between students' speaking ability on narrative text before being taught by using storytelling strategy, the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test. The different mean was analyzed by using T-test through using SPSS 16.00 versions.

The F calculated is obtained by considering variable of dk as follows:⁸

$$dk = N - \text{independent variable} - 1$$

N = Number of cases

The significant level chosen in analyzing the score $F_{\text{calculated}}$ through using SPSS 16 Version is 5% or 0.05.

Statistically the hypotheses are:

$H_0: F_{\text{calculated}} < F_{0.05}$

$H_a: F_{\text{calculated}} > F_{0.05}$

H_0 is accepted if $F_{\text{calculated}} < F_{0.05}$ or there is no significant effect of using storytelling strategy toward students speaking ability of Narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru.

H_a is accepted if $F_{\text{calculated}} > F_{0.05}$ or there is significant effect of using storytelling strategy toward students speaking ability of Narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru.

⁸ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 191

In analyzing the data, researcher had to find out the reliability of the test. The data characteristic of reliability is sometimes termed consistency. Meaning that, the test is reliable when an examiner's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Valid or invalid of the test have been tested and it can be measured. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means that the test will be valid to the extent that is measured what it is supposed to measure. According to Brown that reliability has to do with accuracy of measurement⁹. This kind of accuracy is reflected in the obtaining of similar result when measurement is repeated on different occasions or with different instruments or by different persons. The validity and reliability are related. It is possible for a test to be reliable without being valid for a specified purpose, but it is not possible a test to be valid without first being reliable. To know the reliability of the test, the writer used SPSS 16.00.

⁹ H. Douglas Brown, 2003. *Language Assessment: Principles and Classroom Practices*. (New York: Person Education Inc) p. 19-27

H. The Reliability of the Test

Table III. 9

PAIRED SAMPLES CORRELATIONS

	N	Correlation	Sig.
Pair 1 pretest & posttest	30	.368	.000

From the table above, it can be seen that the probability (sig = 0.000) is smaller than 0.05 and the score of reliability of the test is 0,368 it is bigger than r product moment in 5% and smaller than 1% in which $0,361 < 0,368 < 0,463$. It can be concluded that H_0 is rejected and H_a is accepted. It means that there is a significant correlation between post-test and pre-test. In other words, speaking test used to either at the pre-test or post-test is reliable.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research was the score of students' pre-test and post-test. Before treatment, the researcher gave pre-test and post-test after that. The data of this research got from the students' score through pre-test and post-test. The purpose of this research was to find out the effect of storytelling strategy toward students' speaking ability and to find out the significant difference between students' speaking ability that use storytelling and that students' speaking ability that do not use storytelling. The speaking test is about storytelling (narrative text) and was evaluated by concerning five components: pronunciation, grammar, vocabulary, fluency and comprehension. Each component had its score.

B. The Data Presentation

The data of this research were gotten by the researcher from pre-test and post-test. The data were collected through the following procedures:

- a. The students got pre-test, asked them to do oral presentation of narrative text (fables) after they got material of Narrative text by conventional way.
- b. The students got post-test, asked them to do oral presentation of narrative text (fables) after they got material of Narrative text by storytelling strategy.
- c. The students' speaking was recorded by the writer and backup into CD. Then it was collected to evaluate the appropriate of pronunciation, grammar, vocabulary, fluency and comprehension.
- d. The researcher used two raters to evaluate the students' record and finally the writer added the score and divided.

1. Description of the Implementation of Storytelling Strategy

Table IV.1

The Recapitulation of the Observation

N O	ITEM OBSERVED	OBSERVATION TIMES								TOTAL			
		1	2	3	4	5	6	7	8	Yes	%	No	%
1	The teacher prepares stories, suitable for the language level of the students.									8	100%	0	0%
2	The teacher organizes the students into group of four students.									8	100%	0	0%
3	The teacher gives each group different stories									7	87.5%	1	12.5%
4	The teacher asks each group to discuss about story has given									8	100%	0	0%
5	The teacher gives time for each group to prepare their presentation for approximately 20 minutes									8	100%	0	0%
6	The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes									8	100%	0	0%
7	The Teachers together with the students evaluate students' performances.									7	87.5%	1	12.5%
8	The Teachers together with the students evaluate students' materials.									5	62.5%	3	37.5%
TOTAL										59	92.19%	5	7.81%

From the table above, it is found that the researcher did 8 or 100% of the first item of observation. It means that the teacher applied the first item well. The Second item of observation, the researchers did 8 or 100%. It means that the teacher applied the second item categorized very well. From the Third item, the researcher did 7 or 87.5% and no 1 or 12.5%, it means that the teacher has done the item very well. The fourth item of observation, researcher did 8 or 100%, it means that the teacher applied the fourth item very well, then from the fifth item, the researcher did 8 or 100%, it means that the teacher applied this item very well. The sixth item, the researcher did 8 or 100%, it means that the teacher applied this item very well, and from the seventh item, the researchers did 7 or 87.5% and no 1 or 12.5%, it means that the teacher has done the item very well. The last item, the researcher did 5 or 62.5% and no 1 or 12.5%, it means that the teacher applied this item in categorized good.

Based on the recapitulation of the observation above, it can be concluded that, the implementation of storytelling strategy got total 92.19% it means that it is categorized Very Good.

2. Description of Students' Pre-test Scores

The following table is the description of students' pre-test score.

Table IV. 2
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' PRE-TEST SCORES

Score	Frequency	Percentage (%)
50	12	40%
52,5	3	10%
55	3	10%
57,5	6	20%
60	4	13,3%
62,5	2	6,7%
Total	30	100%

Based on the table, it can be seen that 12 students got score 50 (40%), 3 students got score 52,5 (10%), 3 students got score 55 (10%), 6 students got score 57,5 (20%), 4 students got score 60 (13,3%), 2 students got score 62,5 (6,7%). The highest frequency was 12 at score 50. The total frequency was 30. Based on the data obtained, there were 24 students who did not get score ≥ 60 . It means only 6 students can pass the graduated standard (SKL) stated by MTs Muhammadiyah 02 Pekanbaru.

3. Description of Students' Post-test Scores

The following table is the description of students' post-test score.

Table IV. 3
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST SCORES

Score	Frequency	Percentage (%)
50	1	3,3%
55	1	3,3%
57,5	1	3,3%
60	2	6,7%
62,5	4	13,3%
65	4	13,3%
67,5	5	16,8%
70	3	10%
72,5	2	6,7%
77,5	2	6,7%
80	3	10%
82,5	1	3,3%
85	1	3,3%
Total	30	100%

Based on the table, it can be seen that 1 student got score 50 (3,3%), 1 student got score 55 (3,3%), 1 student got score 57,5 (3,3%), 2 students got score 60 (6,7%), 4 students got score 62,5 (13,3%), 4 students got score 65 (13,3%), 5 students got score 67,5 (16,8%), 3 students got score 70 (10%), 2 students got score 72,5 (6,7%), 2 students got score 77,5 (6,7%), 3 students got score 80 (10%), 1 student got score 82,5 (3,3%), 1 students got score 85 (3,3%). The highest frequency was 5 at score 67,5. The total frequency was 30. Based on the data obtained, there were 3 students who did not get score ≥ 60 . It means 27 students can pass the graduated standard (SKL) stated by MTs Muhammadiyah 02 Pekanbaru.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of storytelling strategy toward students' speaking ability on narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru. The data were divided into two, they were pre-test and post-test. To analyze the data in the chapter III, the main score (M) and the standard deviation (SD) were analyzed by using T-test formula and it was analyzed through using SPSS 16.00 version.

1. Data Analysis of Students' Pre-Test Scores

The data of students' pre-test scores were obtained from the result of their speaking ability of narrative text. The data can be described as follows:

Table IV. 4
STUDENTS' PRE-TEST SCORES

Score (X)	Frequency (f)	Fx	Graduate standard
50	12	600	No pass
52,5	3	157,5	No pass
55	3	165	No pass
57,5	6	345	No pass
60	4	240	Pass
62,5	2	125	Pass
Total	30	1632,5	

Based on the data obtained, 24 students could not pass the graduated standard (SKL), or the score obtained < 60 while 6 Students could pass the graduated standard (SKL), or the score obtained ≥ 60 . The percentage of students which could not pass the graduated standard as follows:

$$= 24:30 \times 100$$

$$= 80\%$$

The percentage of students which could pass the graduated standard as follows:

$$= 6:30 \times 100$$

$$= 20\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1632,5 so that Mean (Mx) and standard deviation (δ) can be obtained by using SPSS 16.00 version as follows:

Table IV. 5
MEAN STANDARD DEVIATION OF PRE-TEST SCORES

Mean	54.4167
Standard Deviation	4.38863

From the table above, the distance between mean (Mx) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal. From mean score 54.41, it is concluded that Students' speaking ability before applying Storytelling Strategy is categorized as Poor.

2. Data Analysis of Students' Post-Test Scores

The data of students' post-test scores were obtained from the result of their speaking ability of narrative text. The data can be described as follows:

Table IV. 6
STUDENTS' POST-TEST SCORES

Score (X)	Frequency(f)	Fx	Graduate standards
50	1	50	No pass
55	1	55	No pass
57,5	1	57,5	No pass
60	2	120	Pass
62,5	4	250	Pass
65	4	260	Pass
67,5	5	337,5	Pass
70	3	210	Pass
72,5	2	145	Pass
77,5	2	155	Pass
80	3	240	Pass
82,5	1	82,5	Pass
85	1	85	Pass
Total	30	2047,5	

Based on the data obtained, 3 students could not pass the graduated standard (SKL). The percentage of students which could not pass the graduated standard as follows:

$$= 3:30 \times 100$$

$$= 10\%$$

Students who could pass the graduated standard were 27. The percentage of students which could pass the graduated standard as follows:

$$= 27:30 \times 100$$

$$= 90\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 2047,5 so that Mean (Mx) and standard deviation (δ) can be obtained by using SPSS 16.00 version as follows.

Table IV. 7
MEAN STANDARD DEVIATION OF POST-TEST SCORES

Mean	68.2500
Standard Deviation	8.41156

From the table above, the distance between mean (Mx) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal. From mean score 68.25, it is concluded that Students speaking ability after applying Storytelling Strategy is categorized as Good.

3. Data Analysis of T-test

Table IV. 8
PAIRED SAMPLES STATISTICS

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	54.4167	30	4.38863	.80125
Post-test	68.2500	30	8.41156	1.53573

The mean of pre-test from 30 students is 54.4167 and the mean of post-test from 30 students is 68.2500.

Table IV. 9
PAIRED SAMPLES CORRELATIONS

	N	Correlation	Sig.
Pair 1 Pre-test & Post test	30	.368	.000

The correlation between pre-test and post-test is 0.368. According to Hartono¹, the strength of relationship for the coefficient of $r = 0.368$ is moderate relationship.

¹ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar), p. 87

Table IV. 10
PAIRED SAMPLES TEST

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pre-test 1 & Post-test	-1.38333E1	7.92566	1.44702	-16.79282	-10.87384	-9.560	29	.000

Mean of Pre-test and post-test is -1.38, Standard deviation is 7.92, standard error mean is 1.44. The lower differentiation both of it is -16.79, and the Upper differentiation is -10.87. The result of t is -9.560 with df is 29 and the significant is 0,00.

From the table above, it can be seen that ($\text{sig} = 0.000$) is smaller than 0.05. It can be concluded that H_0 is rejected and H_a is accepted. In conclusion, there is significant effect of storytelling strategy toward students' speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in the chapter IV, finally the research about the effect of storytelling strategy toward students' ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru, consist to the conclusion as follows:

1. Mean of the students' ability in speaking before being taught by using storytelling strategy is 54.4167, it is concluded that the Students' speaking ability is categorized as Poor.
2. Mean of the students' ability in speaking after being taught by using storytelling strategy is 68.2500, it is concluded that the Students' speaking ability is categorized as Good.

It shows that there is significant effect of storytelling strategy toward students' speaking ability of narrative text at the second year of MTs Muhammadiyah 02 Pekanbaru.

B. Suggestion

Based on the conclusion of the research above, it is known that using storytelling strategy in teaching speaking can affect the speaking ability of students. So that, storytelling strategy is one of choices by English teacher in order to increase students' speaking ability. English teacher should know how to teach speaking by using storytelling strategy. Besides that, teacher should use many ways to encourage the students' speaking as in the following:

- a. Teacher trains students to speak English during teaching and learning process.
- b. Teachers can encourage students' awareness about the importance of speaking for their life.
- c. Teachers should construct creative and enjoyable learning for students.
- d. Teacher should support their strategies by using interesting media.

BIBLIOGRAPHY

- Anas Sudijono, 2000. *Pengantar Statistik Pendidikan*. Jakarta: PT Grafindo Persada
- Brown, H. Douglas. 2003. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education Inc.
- . 1994. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco State University: Prentice Hall Regents
- Bull, Victoria. 2008. *Oxford Learner's Pocket Dictionary, Fourth Edition*. New York: Oxford University Press.
- Chamot, Anna Uhl. 1999. *The Learning Strategies Handbook*. New York: Wesley longman.
- Cohan, Steven, 2001. *Telling Stories a Theoretical Analysis of Narrative fiction* London: British Library
- Cresswell, Jhon W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Person Education.
- Davies, Alison. 2007. *Storytelling in the Classroom*. London: Paul Chapman Publishing.
- Gilian Brown and George Yule, 1989. *Teaching the Spoken Language: Approach Based on Analysis of Cconversation English*. Australia:Cambridge University Retrieved on Monday /31/01/2011, at [http://www.Scrib.com/22057958/The Improvement of Student's Speaking Skill](http://www.Scrib.com/22057958/The_Improvement_of_Student's_Speaking_Skill).
- Gustini. 2010. *Syllabus of MTS Muhammadiyah 02 Pekanbaru 2009-2010*. Pekanbaru: Unpublished.
- Hartono. 2004. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar.
- , 2008. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Yogyakarta: Pustaka Pelajar.
- Hermi Sesebra. 2011. *The Effect of Using Peer Lesson Strategy toward Speaking Ability at the Second Year Students of SMAN 12 Pekanbaru*. Pekanbaru: Unpublished

- Hornby, A. S. 2003. *Oxford Advanced Learners' Dictionary: International Student's Edition, Sixth Edition*. UK: Oxford University Press.
- Hughes, Arthur. 1989. *Testing for Language Teachers*. United Kingdom: Cambridge University.
- L. R, Gay and Peter Airasian. 2000 . *Educational Research*. New Jersey: Pearson Education Ltd.
- M. Syafii, S. 2007. *A Writing of English for Academic Purpose*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive.
- Nur Zaida, 2006. *Practice Your English Competence for SMP/MTs Class VIII*. Jakarta: Erlangga.
- Roney, R.C.1996. *Storytelling in the Class Room: Some Theatrical Thoughts*. Story Telling word.9.7.9. Retrieved on Monday /31/01/2011, at www.wikipedia.com.the free encyclopedia.
- Sherman, Josepha. 2008. *Storytelling an Encyclopedia of Mythology and Folklore*. New York: Myron E. Sharpe.
- Suharsimi Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- _____. 2009. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara,.
- _____. 2009. *Evaluasi Program Pendidikan*. Jakarta: Bumi Aksara
- Swan, Michael. 2005. *Practical English Usage*. New York: Oxford University Press.
- Vera Manelloza. 2009. *"The Effect of Group Work Activities toward the Students' Speaking Ability at The Second Year of MTs Al-Muttaqin Pekanbaru"*. Pekanbaru: Unpublished.
- Zipes, Jack. 2004. *Speaking Out Storytelling and Creative Drama for Children*. New York: Routledge

APPENDIX I

QUESTION PRE-TEST AND POST-TEST

PRE-TEST

Instructions

1. Tell your story based on the titles given!
2. Time allocated is 2 minutes for one person.

The title story : The Grasshopper and the Ants

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance instead of working under the hot sun?"

"We are storing away food for the winter," they explained, "you should do the same." The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answer. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" they told him. "It's time you work for your dinner."

(Source: My Favorite Fables-Kuala Lumpur)

POST-TEST

Instructions

3. Tell your story based on the titles given!
4. Time allocated is 2 minutes for one person.

The title story : The Lion and the Hare

The Lion and the Hare

Once upon a time, a lion had been hunting for days without catching anything to eat.

“It looks like I will go hungry again!” he thought.

Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me!”

He was about to catch the hare when a fine young deer trotted by. The lion thought, “Now there is an even better dinner!” He turned and chased the deer. The noise woke the hare and he quickly hopped away.

After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, but found that it had run away.

“What a fool I am!” the lion said as his empty stomach growled.

“It serves me right for losing the food that was almost mine, just for the chance of getting more!”

(Source: My Favorite Fables-Kuala Lumpur)

APPENDIX II

TRANSCRIP OF STUDENTS PRE-TEST AND POST-TEST

PRE-TEST

Subject : English

Class : VIII 1

Students	TRANSCRIP
1	Assalamu'allaikum warohmatullahi wabarokaatuh. The grasshopper and the ants. One summer, the grasshopper this day sirrely. Thank you very much. Assalamu'allaikum warohmatullahi wabarokaatuh
2	The grasshopper and the ants. One summer, a grasshopper singing and dance. The ants will ... will ...will.....will corn. Thank you very much. Assalamu'allaikum warohmatullahi wabarokaatuh.
3	Assalamu'allaikum warohmatullahi wabarokaatuh. The grasshopper and the ants. Assalamu'allaikum warohmatullahi wabarokaatuh.
4	Assalamu'allaikum warohmatullahi wabarokaatuh. The grasshopper and the ants. One summer, a grasshopper spent his days merrily singing and dancing. Assalamu'allaikum warohmatullahi wabarokaatuh.
5	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about the grasshopper and the ants. One summer, a grasshopper his days merrily singing and dancing. He heved, he have, he have, everywhere, will ants were busy gathering the of what and corn. The land why at the ant and said, "How dull! We don't sing and dancing working hot the sun. we Assalamu'allaikum warohmatullahi wabarokaatuh.
6	Assalamu'allaikum warohmatullahi wabarokaatuh. The grasshopper and the ants. Assalamu'allaikum warohmatullahi wabarokaatuh.

7	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the grasshopper and the ants. One summer a grasshopper, hi hi hi.... spent his days merrily singing and dancing. He hopped everywhere, grains, grains, grains of wheat and corn. But, why don't singing and dancing. Thank you very much. Assalamu'allaikum warohmatullahi wabarokaatuh.
8	Assalamu'allaikum warohmatullahi wabarokaatuh Assalamu'allaikum warohmatullahi wabarokaatuh
9	Assalamu'allaikum warohmatullahi wabarokaatuh. One summer, one summer, one summer, the grepes, tau do pak.
10	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about. One summer, a grasshopper spent his day merrily singing and dancing. While ants were busy. Assalamu'allaikum warohmatullahi wabarokaatuh.
11	Assalamu'allaikum warohmatullahi wabarokaatuh. The grasshopper and the ants. Assalamu'allaikum warohmatullahi wabarokaatuh.
12	Assalamu'allaikum warohmatullahi wabarokaatuh. The grasshopper and the ants. Assalamu'allaikum warohmatullahi wabarokaatuh.
13	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the grassher and this ants. One summer, the grassher spent his day merrily singing and dancing. What were you doing, I like dancing and singing. He said. Thank you very much. Assalamu'allaikum warohmatullahi wabarokaatuh.
14	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about this grasshopper and ants. One summer, the grasshopper spint his day merrily singing and dancing. He hoped everywhere. While ants getting grass. Assalamu'allaikum warohmatullahi wabarokaatuh.
15	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about the grasshopper and the ants. One summer, grasshopper his day merrily singing and dancing. He hopped everywhere. Will, will, will, were busy gathering wheat and corn. How dull! Why don't you sing and dance. Thank you very much. Assalamu'allaikum warohmatullahi wabarokaatuh.
16	Assalamu'allaikum warohmatullahi wabarokaatuh. A grasshopper and the ants. Assalamu'allaikum warohmatullahi wabarokaatuh.
17	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about the grasshopper and the ants. One summer, a grasshopper spent his day merrily singing and dancing. Assalamu'allaikum warohmatullahi wabarokaatuh.
18	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the grasshopper and the ants. One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. Thanks. Assalamu'allaikum warohmatullahi wabarokaatuh.
19	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about the grasshopper and ants. One summer, the grasshopper spent his day merrily singing and dancing. While ants busy were aaaa, , , gathering grains wheat and corn. But when a come. The grasshopper cold and no more food. The grasshopper knocked at the ants door. Can you spare me some seeds? I'm cold and hungry. They answer! "You were doing, I'm busy singing and dancing. He said". When sing and dance for us now. He talk.emm Its time you work for your

	dinner. Okay thank you, Assalamu'allaikum warohmatullahi wabarokaatuh.
20	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about a ...the grasshopper and the ants. One summer, a grasshopper spent his day merrily singing and dancing. Will ants were busy gathering grains of wheat and corn. But, when winter come a grasshopper could find food. Shivering, knocked at the ants door. They answer" what were you doing? I was busy singing and dancing, he said". They talk me, its time your work for you dinner.
21	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the grasshopper and this ants. One summer, the grasshopper spent his day merrily singing and dancing. While ants while busy gathering grains wheat and corn. We are strong away food for the winter, but when the winter the grasshopper could find no more food. Shivering, he knocked at the ants door. He begged. "I'm cold and hungry". Assalamu'allaikum warohmatullahi wabarokaatuh.
22	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about the grasshopper and the ants. One summer, a grasshopper spent his day merrily singing and dancing. Will ants busy gathering grains of wheat and corn. Assalamu'allaikum warohmatullahi wabarokaatuh.
23	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about this grasshopper when, Apa? and the ants. One summer, a grasshopper spent his day merrily singing and dancing. Will ants were busy gathering grains wheat and corn. But when winter came a grasshopper cold no more food, he begged to ants. When you spent food I? They answer" Do you, do you, what were you doing? I'm, Busy dancing and singing. Assalamu'allaikum warohmatullahi wabarokaatuh.
24	Assalamu'allaikum warohmatullahi wabarokaatuh. Grasshopper and the ants. Assalamu'allaikum warohmatullahi wabarokaatuh.
25	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about the grasshopper and the ants. One summer, a grasshopper spent his day merrily singing and dancing. He hopped everywhere. Will ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing me instead of working under hot sun?" Assalamu'allaikum warohmatullahi wabarokaatuh.
26	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the grasshopper and the ants. One summer, a grasshopper spent his days merrily singing and dancing. He hopped the ants. Assalamu'allaikum warohmatullahi wabarokaatuh.
27	Assalamu'allaikum warohmatullahi wabarokaatuh. The grash, X, I, per, X, propet it Assalamu'allaikum warohmatullahi wabarokaatuh.
28	The grasshopper and the ants. Assalamu'allaikum warohmatullahi wabarokaatuh.
29	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the grasshopper and the ants. One summer, a grasshopper his day merrily singing and dancing. He hopped, He hopped, he hopped of. Assalamu'allaikum warohmatullahi wabarokaatuh.
30	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about the grasshopper and the ants. One summer, a grasshopper spent his day merrily

	singing and dancing. But when the winter came the grasshopper could no more food. Its time you work for your dinner. Assalamu'allaikum warohmatullahi wabarokaatuh.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

POST-TEST

Subject : English

Class : VIII 1

Students	TRANSCRIP
1	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about this the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat.“It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! Assalamu'allaikum warohmatullahi wabarokaatuh.
2	I will explain about the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking. Okay Thank you. Assalamu'allaikum warohmatullahi wabarokaatuh.
3	Assalamu'allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat.“It looks I will go hungry again!” he thought. Assalamu'allaikum warohmatullahi wabarokaatuh.
4	Assalamu'allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. Once upon a time, a lion been hunting for days without catching anything to eat. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! Assalamu'allaikum warohmatullahi wabarokaatuh.
5	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the Lion and the Hare. Once upon a time, a lion had been hunting for days without

	catching anything to eat. “It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is delicious meal sitting and waiting for me! He was about to catch a here when fine young deer trotted by. Assalamu’allaikum warohmatullahi wabarokaatuh.
6	Assalamu’allaikum warohmatullahi wabarokaatuh. Once upon a time, a lion had been hunting for days without catching anything to eat. “it looks like I will hungry again”. He taught. Then he saw a hare fast asleep beneath. Thank you. Assalamu’allaikum warohmatullahi wabarokaatuh.
7	Assalamu’allaikum warohmatullahi wabarokaatuh. I will explain about The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching and anything to eat. “It looks like I will go hungry again!” he thought. Then he was, he saw a fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me!”
8	Assalamu’allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. “It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! “What a fool I am!” the lion said as his empty stomach growled “It serves me right for losing the food that was almost mine, just for the chance of getting more!” Assalamu’allaikum warohmatullahi wabarokaatuh.
9	Assalamu’allaikum warohmatullahi wabarokaatuh. a lion had been hunting for days without catching anything to eat. “It looks like I will go hungry again!” he thought, Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me!” Thank you very much. Assalamu’allaikum.
10	I will explain about The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. “It looks like I will go hungry again!” he thought. Assalamu’allaikum warohmatullahi wabarokaatuh.
11	Assalamu’allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. “It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! Assalamu’allaikum warohmatullahi wabarokaatuh.
12	Assalamu’allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. “It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! He was about a catch a fine young deer trotted by. Assalamu’allaikum warohmatullahi wabarokaatuh.
13	Assalamu’allaikum warohmatullahi wabarokaatuh. I will explain about The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. “It look s like I will go hungry again!” he thought. Then

	he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking. Assalamu'allaikum warohmatullahi wabarokaatuh.
14	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about this Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat, eh for to it.“It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! He was about catch a fine young deer trotted by. The lion thought, “Now there is an even better dinner!” He turned and chased the deer. The noise woke the quickly hopped away. After a long chase, the lion failed catch the deer. Tired out he came back looking for the hare, but found that it had run away. “What a fool I am!” the lion said as his empty stomach growled. “It serves me right for losing the food that was almost mine, just for the chance of getting more!”
15	Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat.“It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is delicious meal sitting and waiting for me! He was about to catch a fine young deer trotted by. The lion thought, “Now there is an even better dinner!” He turned and chased the deer. The noise woke the hare and he quickly hopped away. After a long chase, the lion failed catch the deer. Thank you very much for the chance. Assalamu'allaikum warohmatullahi wabarokaatuh.
16	Assalamu'allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat.“It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! Assalamu'allaikum warohmatullahi wabarokaatuh.
17	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about this the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat.“It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! Assalamu'allaikum warohmatullahi wabarokaatuh.
18	Assalamu'allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat.“It looks like I will go hungry again!” he thought. Then he saw a hare fast beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me! He was about catching a fine young deer trotted by. The lion thought, “Now there is an even better dinner!” He turned and chased the deer. The nose the quickly hopped away. After a long chase, the lion failed catch the deer. Tired out he came back looking for the hare, but found, found, because. Assalamu'allaikum warohmatullahi wabarokaatuh.
19	Assalamu'allaikum warohmatullahi wabarokaatuh.I will explain about the Lion and the Hare. Once upon a time, a lion had been hunting for days without

	<p>catching anything to eat, eh for to it. "It looks like I will go hungry again!" he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, "At last! Here is a delicious meal sitting and waiting for me! He was about to catch a fine young deer trotted by. The lion thought, "Now there is an even better dinner!" He turned and chased the deer. The noise woke the hare and the noise here. After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, "It serves me right for losing the food that was almost mine, just for the chance of getting more!" okay thank you. Assalamu'allaikum warohmatullahi wabarokaatuh.</p>
20	<p>I will explain the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. Then he saw a hare fast asleep beneath a shady tree. He was about to catch a fine young deer trotted by. "Now there is an even better dinner!" He turned and chased the deer. But the lion failed to catch the deer. Assalamu'allaikum warohmatullahi wabarokaatuh.</p>
21	<p>Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. "It looks like I will go hungry again!" he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, "At last! Here is a delicious meal sitting and waiting for me! He was about to catch the hare when a fine young deer trotted by. Assalamu'allaikum warohmatullahi wabarokaatuh.</p>
22	<p>Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, "At last! Here is a delicious meal sitting and waiting for me! Assalamu'allaikum warohmatullahi wabarokaatuh.</p>
23	<p>Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about this the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. Then he saw a hare fast asleep beneath a tree. He moved quietly towards it, thinking. After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, "It serves me right, just for the chance of getting more!"</p>
24	<p>Assalamu'allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. "It looks like I will go hungry again!" he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, "At last! Here is a delicious meal sitting and waiting for me! Assalamu'allaikum warohmatullahi wabarokaatuh.</p>
25	<p>Assalamu'allaikum warohmatullahi wabarokaatuh. I will explain about the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. "It looks like I will go hungry again!" he thought. Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, "At last! Here is a delicious meal sitting and waiting for me! Assalamu'allaikum warohmatullahi wabarokaatuh.</p>
26	<p>Assalamu'allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. One upon a time a lion had been hunting for days without catching anything to eat. "It</p>

	looks like I will go hungry again!” he thought. “It serves me right for losing the food that was almost mine, just for the chance of getting more!”. Assalamu’allaikum warohmatullahi wabarokaatuh.
27	Assalamu’allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. One upon a time a lion had been hunting for days without catching anything to eat. “It looks like I will go hungry again!” he thought. “It serves. Assalamu’allaikum warohmatullahi wabarokaatuh.
28	Assalamu’allaikum warohmatullahi wabarokaatuh. The Lion and the Hare. One upon a time a lion had been hunting for days without catching anything than has show, is the chose meal..... (Not clear)a was dinner. Assalamualaikum warohmatullahi wabarokaatuh.
29	The Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. “It looks like I will go hungry again!” he thought. Then he saw a hare fast asleep beneath a shady tree. Assalamu’allaikum warohmatullahi wabarokaatuh.
30	Assalamu’allaikum warohmatullahi wabarokaatuh. I will explain about the Lion and the Hare. Once upon a time, a lion had been hunting for days without catching anything to eat. “I looks like I will go hungry again!” he thought. Now ther is an event better dinner. Assalamu’allaikum warohmatullahi wabarokaatuh.

APPENDIX III

RATER SCORES OF PRE-TEST AND POST-TEST

**THE STUDENTS' SCORE OF FIVE COMPONENTS IN SPEAKING ARE:
PRONUNCIATION, GRAMMAR, FLUENCY, VOCABULARY AND
COMPREHENSION ON PRE-TEST**

NO	STUDENTS	PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	STUDENTS 1	2	2	2	2	
2	STUDENTS 2	2	2	2	2	
3	STUDENTS 3	2	2	2	2	
4	STUDENTS 4	2	2	2	3	
5	STUDENTS 5	2	2	2	2	
6	STUDENTS 6	2	2	2	2	
7	STUDENTS 7	2	2	3	2	
8	STUDENTS 8	2	2	2	2	
9	STUDENTS 9	2	2	2	2	
10	STUDENTS 10	2	2	2	3	
11	STUDENTS 11	2	2	2	2	
12	STUDENTS 12	2	2	2	2	

13	STUDENTS 13	2	2	2	3	
14	STUDENTS 14	2	2	2	2	
15	STUDENTS 15	2	2	2	2	
16	STUDENTS 16	2	2	2	2	
17	STUDENTS 17	2	2	2	2	
18	STUDENTS 18	2	2	3	3	
19	STUDENTS 19	2	2	3	3	
20	STUDENTS 20	2	2	2	2	
21	STUDENTS 21	2	2	2	2	
22	STUDENTS 22	2	2	3	3	
23	STUDENTS 23	2	2	3	3	
24	STUDENTS 24	2	2	2	2	
25	STUDENTS 25	2	2	2	3	
26	STUDENTS 26	2	2	2	2	
27	STUDENTS 27	2	2	2	2	
28	STUDENTS 28	2	2	2	2	
29	STUDENTS 29	2	2	2	2	
30	STUDENTS 30	2	2	2	3	
TOTAL						

RATER 1

YASIR

AMRI, S.Pd.I, M.Pd

THE STUDENTS' SCORE OF FIVE COMPONENTS IN SPEAKING ARE:

PRONUNCIATION, GRAMMAR, FLUENCY, VOCABULARY AND

COMPREHENSION ON PRE-TEST

NO	STUDENTS	PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	STUDENTS 1	2	2	2	2	
2	STUDENTS 2	2	2	2	2	
3	STUDENTS 3	2	2	2	2	
4	STUDENTS 4	2	2	2	2	
5	STUDENTS 5	2	2	2	2	
6	STUDENTS 6	2	2	2	2	
7	STUDENTS 7	2	2	3	2	
8	STUDENTS 8	2	2	2	2	
9	STUDENTS 9	2	2	2	2	
10	STUDENTS 10	2	2	2	2	
11	STUDENTS 11	2	2	2	2	
12	STUDENTS 12	2	2	2	2	
13	STUDENTS 13	2	2	3	2	
14	STUDENTS 14	2	2	2	2	
15	STUDENTS 15	2	2	2	2	
16	STUDENTS 16	2	2	2	2	
17	STUDENTS 17	2	2	2	2	
18	STUDENTS 18	2	2	3	2	
19	STUDENTS 19	2	2	2	2	
20	STUDENTS 20	2	2	3	2	
21	STUDENTS 21	2	2	3	2	
22	STUDENTS 22	2	2	2	2	
23	STUDENTS 23	2	2	3	2	
24	STUDENTS 24	2	2	2	2	
25	STUDENTS 25	2	2	3	2	
26	STUDENTS 26	2	2	2	2	
27	STUDENTS 27	2	2	2	2	
28	STUDENTS 28	2	2	2	2	
29	STUDENTS 29	2	2	2	2	

30	STUDENTS 30	2	3	2	2	
TOTAL						

RATER 2

KURNIA

BUDIYANTI, S.Pd, M. Pd

**THE STUDENTS' SCORE OF FIVE COMPONENTS IN SPEAKING ARE:
PRONUNCIATION, GRAMMAR, FLUENCY, VOCABULARY AND
COMPREHENSION ON POST-TEST**

NO	STUDENTS	PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	STUDENTS 1	2	2	3	3	
2	STUDENTS 2	2	3	3	3	
3	STUDENTS 3	2	2	2	2	
4	STUDENTS 4	2	2	3	3	
5	STUDENTS 5	2	2	3	3	
6	STUDENTS 6	2	2	3	3	
7	STUDENTS 7	2	3	3	3	
8	STUDENTS 8	2	3	3	3	
9	STUDENTS 9	2	3	3	3	
10	STUDENTS 10	2	3	3	3	
11	STUDENTS 11	2	2	2	2	
12	STUDENTS 12	2	3	3	2	
13	STUDENTS 13	2	2	3	3	
14	STUDENTS 14	2	2	3	3	
15	STUDENTS 15	2	2	3	3	

16	STUDENTS 16	2	2	3	3	
17	STUDENTS 17	2	2	3	3	
18	STUDENTS 18	2	3	3	3	
19	STUDENTS 19	2	3	3	3	
20	STUDENTS 20	2	2	2	2	
21	STUDENTS 21	2	3	3	3	
22	STUDENTS 22	2	3	3	3	
23	STUDENTS 23	2	3	3	3	
24	STUDENTS 24	2	3	3	3	
25	STUDENTS 25	2	3	3	4	
26	STUDENTS 26	2	2	3	3	
27	STUDENTS 27	2	2	2	2	
28	STUDENTS 28	2	2	2	2	
29	STUDENTS 29	2	2	2	2	
30	STUDENTS 30	2	2	2	3	
TOTAL						

RATER 1

YASIR

AMRI, S.Pd.I, M.Pd

THE STUDENTS' SCORE OF FIVE COMPONENTS IN SPEAKING ARE:

**PRONUNCIATION, GRAMMAR, FLUENCY, VOCABULARY AND
COMPREHENSION ON POST-TEST**

NO	STUDENTS	PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	STUDENTS 1	2	2	3	2	

2	STUDENTS 2	2	2	3	2	
3	STUDENTS 3	2	2	2	2	
4	STUDENTS 4	2	3	3	2	
5	STUDENTS 5	2	3	3	2	
6	STUDENTS 6	2	2	3	2	
7	STUDENTS 7	3	2	3	2	
8	STUDENTS 8	4	3	4	4	
9	STUDENTS 9	3	3	4	3	
10	STUDENTS 10	2	3	3	2	
11	STUDENTS 11	3	2	3	3	
12	STUDENTS 12	2	2	3	2	
13	STUDENTS 13	2	2	3	2	
14	STUDENTS 14	3	3	3	3	
15	STUDENTS 15	3	3	3	3	
16	STUDENTS 16	3	3	3	3	
17	STUDENTS 17	3	3	3	2	
18	STUDENTS 18	3	3	4	3	
19	STUDENTS 19	2	3	3	2	
20	STUDENTS 20	2	3	3	2	
21	STUDENTS 21	3	3	4	4	
22	STUDENTS 22	3	3	4	3	
23	STUDENTS 23	3	3	4	3	
24	STUDENTS 24	2	3	3	3	
25	STUDENTS 25	3	3	3	3	
26	STUDENTS 26	3	3	3	3	
27	STUDENTS 27	2	3	3	2	
28	STUDENTS 28	2	2	2	2	
29	STUDENTS 29	3	2	3	2	
30	STUDENTS 30	3	3	3	3	
TOTAL						

RATER 2

KURNIA BUDIYANTI, S.Pd, M. Pd

**TABLE RECAPITULATION OF STUDENTS' SPEAKING ABILITY AT THE SECOND
YEAR OF MTs MUHAMMADIYAH 02 PEKANBARU**

NO	PRE-TEST	POST-TEST
1	50	62,5
2	52,5	65
3	50	55
4	57,5	65
5	50	65
6	50	65
7	57,5	67,5
8	50	85
9	50	80
10	57,5	67,5
11	50	62,5
12	50	62,5
13	60	62,5
14	52,5	70
15	52,5	72,5
16	50	70
17	55	67,5
18	62,5	80
19	57,5	67,5
20	57,5	60

21	57,5	82,5
22	60	80
23	62,5	77,5
24	50	70
25	60	77,5
26	55	72,5
27	50	57,5
28	50	50
29	55	60
30	60	67,5
Total	1632,5	2047,5

APPENDIX IV

LESSON PLAN

LESSON PLAN

School : MTs Muhammadiyah 02 Pekanbaru

Subject : English

Class/ Semester : VIII 1/ (Dua)

Meeting : 1

Time Allocated : 3 x 40 Minutes

Standard Competence

1. Understanding the meaning in the monologue text in the form of report, narrative, and analytical exposition accurately, fluently, and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text which uses various oral languages accurately, fluently, and contextually in the form of narrative text
2. Expressing the meaning in the monologue text which uses various oral languages accurately, fluently and contextually in the form of narrative text.

Indicator

1. Responding text monologue : narrative text
2. Monologue in the form of : narrative text

A. The goals

1. The students are able to express their ideas on fable with accurate English pronunciation.
2. The students are able to express their ideas on fable fluently.
3. The students are able to express their ideas on fable with good English grammar.
4. The students are able to express their ideas on fable with appropriate English vocabularies.

B. Lesson Items

The narrative text, e.g,

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance me instead of working under the hot sun?"

"We are strong away food for the winter," they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I'm cold and

hungry!”

“We worked hard all summer to store away food,” they answer. “What were you doing?”

“I was busy singing and dancing,” he said.

“Then sing and dance for us now!” they told him. “It’s time you work for your dinner.”

(Source: My favorite Fables-Kuala Lumpur)

C. The Steps of Activity

1. Pre-activity

- a. The teacher introduce himself to the students
- b. The teacher give information about narrative text and fable
- c. The teacher prepares stories, suitable for the language level of the students.
- d. The teacher organizes the students into group of four students

2. Whilst

- a. The teacher gives each group same story
- b. The teacher ask each group to discuss about story has given
- c. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
- d. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes

3. Post-activity

- a. The Teachers together with the students evaluate students’ performances.
- b. The Teachers together with the students evaluate students’ material.

D. Resources

Practice Your English competence VIII Book

E. Assessment

1. Technique : Spoken Test
2. Form : Oral presentation test
3. Instrument :
 - a. Please tell your story based on the titles given!
 - b. Time allocated is 10 minutes for each group.

4. Assessment :

ASSESSMENT ASPECTS OF SPEAKING NARRATIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Fluency				
3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 90

Known by

Pekanbaru, April 11th 2011

The English Teacher

Researcher

GUSTINI, S. Pd

NIP. 19700810 199903 2 002

M. SYUKRON KATSIR

NIM. 107 14000 155

Head Master of MTs Muhammadiyah 02 Pekanbaru

SUDIRMAN, S.Ag. M.Pd.I

NIP. 19660128 200312 1 001

LESSON PLAN

School : MTs Muhammadiyah 02 Pekanbaru

Subject : English

Class/ Semester : VIII 1/ (Dua)

Meeting : 2

Time Allocated : 3 x 40 Minutes

Standard Competence

1. Understanding the meaning in the monologue text in the form of report, narrative, and analytical exposition accurately, fluently, and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text which uses various oral languages accurately, fluently, and contextually in the form of narrative text
2. Expressing the meaning in the monologue text which uses various oral languages accurately, fluently and contextually in the form of narrative text.

Indicator

1. Responding text monologue : narrative text
2. Monologue in the form of : narrative text

A. The goals

1. The students are able to express their ideas on fable with accurate English pronunciation.
2. The students are able to express their ideas on fable fluently.
3. The students are able to express their ideas on fable with good English grammar.
4. The students are able to express their ideas on fable with appropriate English vocabularies.

B. Lesson Items

The narrative text, e.g,

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hopping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel.

Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

The Bat and the Weasels

A Bat who fell upon the ground and was caught by a Weasel pleaded to be spared his life. The Weasel refused, saying that he was by nature the enemy of all birds. The Bat assured him that he was not a bird, but a mouse, and thus was set free. Shortly afterwards the Bat again fell to the ground and was caught by another Weasel, whom he likewise entreated not to eat him. The Weasel said that he had a special hostility to mice. The Bat assured him that he was not a mouse, but a bat, and thus a second time escaped.

The Tortoise and the Hare

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me." The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

The Sick Lion

A Lion, unable from old age and infirmities to provide him with food by force, resolved to do so by artifice. He returned to his den, and lying down there, pretended to be sick, taking care that his sickness should be publicly known. The beasts expressed their sorrow, and came one by one to his den, where the Lion devoured them. After many of the beasts had thus disappeared, the Fox discovered the trick and presenting himself to the Lion, stood on the outside of the cave, at a respectful distance, and asked him how he was. "I am very middling," replied the Lion, "but why do you stand without? Pray enter within to talk with me." "No, thank you," said the Fox. "I notice that there are many prints of feet entering your cave, but I see no trace of any returning."

C. The Steps of Activity

1. Pre-activity

- a. The teacher prepares four different stories, suitable for the language level of the students.
- b. The teacher organizes the students into group of four students

2. Whilst

- a. The teacher gives each group different stories
- b. The teacher ask each group to discuss about story has given

- c. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
 - d. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes
3. Post-activity
 - a. The Teachers together with the students evaluate students' performances.
 - b. The Teachers together with the students evaluate students' material.

D. Resources

- Practice Your English competence VIII Book
- Text (fables story) from internet

E. Assessment

1. Technique : Spoken Test
2. Form : Oral presentation test
3. Instrument :
 - a. Please tell your story based on the titles given!
 - b. Time allocated is 10 minutes for each group.
4. Assessment :

ASSESSMENT ASPECTS OF SPEAKING NARRATIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Fluency				
3	Vocabulary				
4	Grammar				

5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

Known by

Pekanbaru, April 13th 2011

The English Teacher

Researcher

GUSTINI, S. Pd

NIP. 19700810 199903 2 002

M. SYUKRON KATSIR

NIM. 107 14000 155

Head Master of MTs Muhammadiyah 02 Pekanbaru

SUDIRMAN, S.Ag. M.Pd.I
NIP. 19660128 200312 1 001

LESSON PLAN

School : MTs Muhammadiyah 02 Pekanbaru
Subject : English
Class/ Semester : VIII 1/ (Dua)
Meeting : 3
Time Allocated : 3 x 40 Minutes

Standard Competence

1. Understanding the meaning in the monologue text in the form of report, narrative, and analytical exposition accurately, fluently, and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text which uses various oral languages accurately, fluently, and contextually in the form of narrative text
2. Expressing the meaning in the monologue text which uses various oral languages accurately, fluently and contextually in the form of narrative text.

Indicator

1. Responding text monologue : narrative text
2. Monologue in the form of : narrative text

A. The goals

- a. The students are able to express their ideas on fable with accurate English pronunciation.
- b. The students are able to express their ideas on fable fluently.
- c. The students are able to express their ideas on fable with good English grammar.
- d. The students are able to express their ideas on fable with appropriate English vocabularies.

B. Lesson Items

The narrative text, e.g,

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hopping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel.

Feeling the pain, the hunter dropped his net. Quickly, the dove filed away to safety.

The Bat and the Weasels

A Bat who fell upon the ground and was caught by a Weasel pleaded to be spared his life. The Weasel refused, saying that he was by nature the enemy of all birds. The Bat assured him that he was not a bird, but a mouse, and thus was set free. Shortly afterwards the Bat again fell to the ground and was caught by another Weasel, whom he likewise entreated not to eat him. The Weasel said that he had a special hostility to mice. The Bat assured him that he was not a mouse, but a bat, and thus a second time escaped.

The Tortoise and the Hare

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me." The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

The Sick Lion

A Lion, unable from old age and infirmities to provide him with food by force, resolved to do so by artifice. He returned to his den, and lying down there, pretended to be sick, taking care that his sickness should be publicly known. The beasts expressed their sorrow, and came one by one to his den, where the Lion devoured them. After many of the beasts had thus disappeared, the Fox discovered the trick and presenting himself to the Lion, stood on the outside of the cave, at a respectful distance, and asked him how he was. "I am very middling," replied the Lion, "but why do you stand without? Pray enter within to talk with me." "No, thank you," said the Fox. "I notice that there are many prints of feet entering your cave, but I see no trace of any returning."

C. The Steps of Activity

1. Pre-activity

- a. The teacher prepares four different stories, suitable for the language level of the students.
- b. The teacher organizes the students into group of four students

2. Whilst

- a. The teacher gives each group different stories
- b. The teacher ask each group to discuss about story has given

- c. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
 - d. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes
3. Post-activity
 - a. The Teachers together with the students evaluate students' performances.
 - b. The Teachers together with the students evaluate students' material.

D. Resources

- Practice Your English competence VIII Book
- Text (fables story) from internet

E. Assessment

1. Technique : Spoken Test
2. Form : Oral presentation test
3. Instrument :
 - a. Please tell your story based on the titles given!
 - b. Time allocated is 10 minutes for each group.
4. Assessment :

ASSESSMENT ASPECTS OF SPEAKING NARRATIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Fluency				
3	Vocabulary				
4	Grammar				

5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

Known by

Pekanbaru, April 18th 2011

The English Teacher

Researcher

GUSTINI, S. Pd

NIP. 19700810 199903 2 002

M. SYUKRON KATSIR

NIM. 107 14000 155

Head Master of MTs Muhammadiyah 02 Pekanbaru

SUDIRMAN, S.Ag. M.Pd.I
NIP. 19660128 200312 1 001

LESSON PLAN

School : MTs Muhammadiyah 02 Pekanbaru
Subject : English
Class/ Semester : VIII 1/ (Dua)
Meeting : 4
Time Allocated : 3 x 40 Minutes

Standard Competence

1. Understanding the meaning in the monologue text in the form of report, narrative, and analytical exposition accurately, fluently, and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text which uses various oral languages accurately, fluently, and contextually in the form of narrative text
2. Expressing the meaning in the monologue text which uses various oral languages accurately, fluently and contextually in the form of narrative text.

Indicator

1. Responding text monologue : narrative text
2. Monologue in the form of : narrative text

A. The goals

1. The students are able to express their ideas on fable with accurate English pronunciation.
2. The students are able to express their ideas on fable fluently.
3. The students are able to express their ideas on fable with good English grammar.
4. The students are able to express their ideas on fable with appropriate English vocabularies.

B. Lesson Items

The narrative text, e.g,

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hopping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel.

Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

The Bat and the Weasels

A Bat who fell upon the ground and was caught by a Weasel pleaded to be spared his life. The Weasel refused, saying that he was by nature the enemy of all birds. The Bat assured him that he was not a bird, but a mouse, and thus was set free. Shortly afterwards the Bat again fell to the ground and was caught by another Weasel, whom he likewise entreated not to eat him. The Weasel said that he had a special hostility to mice. The Bat assured him that he was not a mouse, but a bat, and thus a second time escaped.

The Tortoise and the Hare

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me." The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

The Sick Lion

A Lion, unable from old age and infirmities to provide him with food by force, resolved to do so by artifice. He returned to his den, and lying down there, pretended to be sick, taking care that his sickness should be publicly known. The beasts expressed their sorrow, and came one by one to his den, where the Lion devoured them. After many of the beasts had thus disappeared, the Fox discovered the trick and presenting himself to the Lion, stood on the outside of the cave, at a respectful distance, and asked him how he was. "I am very middling," replied the Lion, "but why do you stand without? Pray enter within to talk with me." "No, thank you," said the Fox. "I notice that there are many prints of feet entering your cave, but I see no trace of any returning."

C. The Steps of Activity

1. Pre-activity

- a. The teacher prepares four different stories, suitable for the language level of the students.
- b. The teacher organizes the students into group of four students

2. Whilst

- a. The teacher gives each group different stories
- b. The teacher ask each group to discuss about story has given

- c. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
 - d. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes
3. Post-activity
- a. The Teachers together with the students evaluate students' performances.
 - b. The Teachers together with the students evaluate students' material.

D. Resources

- Practice Your English competence VIII Book
- Text (fables story) from internet

E. Assessment

1. Technique : Spoken Test
2. Form : Oral presentation test
3. Instrument :
 - a. Please tell your story based on the titles given!
 - b. Time allocated is 10 minutes for each group.
4. Assessment :

ASSESSMENT ASPECTS OF SPEAKING NARRATIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Fluency				
3	Vocabulary				
4	Grammar				

5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

Known by

Pekanbaru, April 20th 2011

The English Teacher

Researcher

GUSTINI, S. Pd

NIP. 19700810 199903 2 002

M. SYUKRON KATSIR

NIM. 107 14000 155

Head Master of MTs Muhammadiyah 02 Pekanbaru

SUDIRMAN, S.Ag. M.Pd.I
NIP. 19660128 200312 1 001

LESSON PLAN

School : MTs Muhammadiyah 02 Pekanbaru
Subject : English
Class/ Semester : VIII 1/ (Dua)
Meeting : 5
Time Allocated : 3 x 40 Minutes

Standard Competence

1. Understanding the meaning in the monologue text in the form of report, narrative, and analytical exposition accurately, fluently, and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text which uses various oral languages accurately, fluently, and contextually in the form of narrative text
2. Expressing the meaning in the monologue text which uses various oral languages accurately, fluently and contextually in the form of narrative text.

Indicator

1. Responding text monologue : narrative text
2. Monologue in the form of : narrative text

A. The goals

1. The students are able to express their ideas on fable with accurate English pronunciation.
2. The students are able to express their ideas on fable fluently.
3. The students are able to express their ideas on fable with good English grammar.
4. The students are able to express their ideas on fable with appropriate English vocabularies.

B. Lesson Items

The narrative text, e.g,

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hopping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel.

Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

The Bat and the Weasels

A Bat who fell upon the ground and was caught by a Weasel pleaded to be spared his life. The Weasel refused, saying that he was by nature the enemy of all birds. The Bat assured him that he was not a bird, but a mouse, and thus was set free. Shortly afterwards the Bat again fell to the ground and was caught by another Weasel, whom he likewise entreated not to eat him. The Weasel said that he had a special hostility to mice. The Bat assured him that he was not a mouse, but a bat, and thus a second time escaped.

The Tortoise and the Hare

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me." The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

The Sick Lion

A Lion, unable from old age and infirmities to provide him with food by force, resolved to do so by artifice. He returned to his den, and lying down there, pretended to be sick, taking care that his sickness should be publicly known. The beasts expressed their sorrow, and came one by one to his den, where the Lion devoured them. After many of the beasts had thus disappeared, the Fox discovered the trick and presenting himself to the Lion, stood on the outside of the cave, at a respectful distance, and asked him how he was. "I am very middling," replied the Lion, "but why do you stand without? Pray enter within to talk with me." "No, thank you," said the Fox. "I notice that there are many prints of feet entering your cave, but I see no trace of any returning."

C. The Steps of Activity

1. Pre-activity

- a. The teacher prepares four different stories, suitable for the language level of the students.
- b. The teacher organizes the students into group of four students

2. Whilst

- a. The teacher gives each group different stories
- b. The teacher ask each group to discuss about story has given

- c. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
 - d. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes
3. Post-activity
 - a. The Teachers together with the students evaluate students' performances.
 - b. The Teachers together with the students evaluate students' material.

D. Resources

- Practice Your English competence VIII Book
- Text (fables story) from internet

E. Assessment

1. Technique : Spoken Test
2. Form : Oral presentation test
3. Instrument :
 - c. Please tell your story based on the titles given!
 - d. Time allocated is 10 minutes for each group.
4. Assessment :

ASSESSMENT ASPECTS OF SPEAKING NARRATIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Fluency				
3	Vocabulary				
4	Grammar				

5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

Known by

Pekanbaru, May 2nd 2011

The English Teacher

Researcher

GUSTINI, S. Pd

NIP. 19700810 199903 2 002

M. SYUKRON KATSIR

NIM. 107 14000 155

Head Master of MTs Muhammadiyah 02 Pekanbaru

SUDIRMAN, S.Ag. M.Pd.I

NIP. 19660128 200312 1 001

LESSON PLAN

School : MTs Muhammadiyah 02 Pekanbaru

Subject : English

Class/ Semester : VIII 1/ (Dua)

Meeting : 6

Time Allocated : 3 x 40 Minutes

Standard Competence

1. Understanding the meaning in the monologue text in the form of report, narrative, and analytical exposition accurately, fluently, and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text which uses various oral languages accurately, fluently, and contextually in the form of narrative text
2. Expressing the meaning in the monologue text which uses various oral languages accurately, fluently and contextually in the form of narrative text.

Indicator

1. Responding text monologue : narrative text
2. Monologue in the form of : narrative text

A. The goals

- The students are able to express their ideas on fable with accurate English pronunciation.
- The students are able to express their ideas on fable fluently.
- The students are able to express their ideas on fable with good English grammar.
- The students are able to express their ideas on fable with appropriate English vocabularies.

B. Lesson Items

The narrative text, e.g,

The Lion, the Fox, and the Ass

The Lion, the Fox and the Ass entered into an agreement to assist each other in the chase. Having secured a large booty, the Lion on their return from the forest asked the Ass to allot his due portion to each of the three partners in the treaty. The Ass carefully divided the spoil into three equal shares and modestly requested the two others to make the first choice. The Lion, bursting out into a great rage, devoured the Ass. Then he requested the Fox to do him the favor to make a division. The Fox accumulated all that they had killed into one large heap and left to himself the smallest possible morsel. The Lion said, "Who has taught you, my very excellent fellow, the art of division? You are perfect to a fraction. He replied, "I learned it from the Ass, by witnessing his fate."

The Ass in the Lion's Skin

An Ass once found a Lion's skin which the hunters had left out in the sun to dry.

He put it on and went towards his native village. All fled at his approach, both men and animals, and he was a proud Ass that day. In his delight he lifted up his voice and brayed, but then everyone knew him, and his owner came up and gave him a sound cudgeling for the fright he had caused. And shortly afterwards a Fox came up to him and said: "Ah, I knew you by your voice."

The Fox and the Monkey

A Monkey once danced in an assembly of the Beasts, and so pleased them all by his performance that they elected him their King. A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the place where it was, said that she had found a store, but had not used it, she had kept it for him as treasure trove of his kingdom, and counseled him to lay hold of it. The Monkey approached carelessly and was caught in the trap; and on his accusing the Fox of purposely leading him into the snare, she replied, "Oh Monkey, and are you, with such a mind as yours, going to be King over the Beasts?"

The Mouse, the Frog, and the Hawk

A Mouse who always lived on the land, by an unlucky chance formed an intimate acquaintance with a Frog, who lived for the most part in the water. The Frog, one day intent on mischief, bound the foot of the Mouse tightly to his own. Thus joined together, the Frog first of all led his friend the Mouse to the meadow where they were accustomed to find their food. After this, he gradually led him towards the pool in which he lived, until reaching the very brink, he suddenly jumped in, dragging the Mouse with him. The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon suffocated by the water, and his dead body floated about on the surface, tied to the foot of the Frog. A Hawk observed it, and, pouncing upon it with his talons, carried it aloft. The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

C. The Steps of Activity

1. Pre-activity

- a. The teacher prepares four different stories, suitable for the language level of the students.
- b. The teacher organizes the students into group of four students

2. Whilst

- a. The teacher gives each group different stories

- b. The teacher ask each group to discuss about story has given
 - c. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
 - d. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes
3. Post-activity
- a. The Teachers together with the students evaluate students' performances.
 - b. The Teachers together with the students evaluate students' material.

D. Resources

- Practice Your English competence VIII Book
- Text (fables story) from internet

E. Assessment

1. Technique : Spoken Test
2. Form : Oral presentation test
3. Instrument :
 - c. Please tell your story based on the titles given!
 - d. Time allocated is 10 minutes for each group.
4. Assessment :

ASSESSMENT ASPECTS OF SPEAKING NARRATIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Fluency				

3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

Known by

Pekanbaru, May 4th 2011

The English Teacher

Researcher

GUSTINI, S. Pd

NIP. 19700810 199903 2 002

M. SYUKRON KATSIR

NIM. 107 14000 155

Head Master of MTs Muhammadiyah 02 Pekanbaru

SUDIRMAN, S.Ag. M.Pd.I

NIP. 19660128 200312 1 001

LESSON PLAN

School : MTs Muhammadiyah 02 Pekanbaru

Subject : English

Class/ Semester : VIII 1/ (Dua)

Meeting : 7

Time Allocated : 3 x 40 Minutes

Standard Competence

1. Understanding the meaning in the monologue text in the form of report, narrative, and analytical exposition accurately, fluently, and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text which uses various oral languages accurately, fluently, and contextually in the form of narrative text
2. Expressing the meaning in the monologue text which uses various oral languages accurately, fluently and contextually in the form of narrative text.

Indicator

1. Responding text monologue : narrative text
2. Monologue in the form of : narrative text

A. The goals

1. The students are able to express their ideas on fable with accurate English pronunciation.
2. The students are able to express their ideas on fable fluently.
3. The students are able to express their ideas on fable with good English grammar.
4. The students are able to express their ideas on fable with appropriate English vocabularies.

B. Lesson Items

The narrative text, e.g,

The Lion, the Fox, and the Ass

The Lion, the Fox and the Ass entered into an agreement to assist each other in the chase. Having secured a large booty, the Lion on their return from the forest asked the Ass to allot his due portion to each of the three partners in the treaty. The Ass carefully divided the spoil into three equal shares and modestly requested the two others to make the first choice. The Lion, bursting out into a great rage, devoured the Ass. Then he requested the Fox to do him the favor to make a division. The Fox accumulated all that they had killed into one large heap and left to himself the smallest possible morsel. The Lion said, "Who has taught you, my very excellent fellow, the art of division? You are perfect to a fraction. He replied, "I learned it from the Ass, by witnessing his fate."

The Ass in the Lion's Skin

An Ass once found a Lion's skin which the hunters had left out in the sun to dry.

He put it on and went towards his native village. All fled at his approach, both men and animals, and he was a proud Ass that day. In his delight he lifted up his voice and brayed, but then everyone knew him, and his owner came up and gave him a sound cudgeling for the fright he had caused. And shortly afterwards a Fox came up to him and said: "Ah, I knew you by your voice."

The Fox and the Monkey

A Monkey once danced in an assembly of the Beasts, and so pleased them all by his performance that they elected him their King. A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the place where it was, said that she had found a store, but had not used it, she had kept it for him as treasure trove of his kingdom, and counseled him to lay hold of it. The Monkey approached carelessly and was caught in the trap; and on his accusing the Fox of purposely leading him into the snare, she replied, "Oh Monkey, and are you, with such a mind as yours, going to be King over the Beasts?"

The Mouse, the Frog, and the Hawk

A Mouse who always lived on the land, by an unlucky chance formed an intimate acquaintance with a Frog, who lived for the most part in the water. The Frog, one day intent on mischief, bound the foot of the Mouse tightly to his own. Thus joined together, the Frog first of all led his friend the Mouse to the meadow where they were accustomed to find their food. After this, he gradually led him towards the pool in which he lived, until reaching the very brink, he suddenly jumped in, dragging the Mouse with him. The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon suffocated by the water, and his dead body floated about on the surface, tied to the foot of the Frog. A Hawk observed it, and, pouncing upon it with his talons, carried it aloft. The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

C. The Steps of Activity

1. Pre-activity

- a. The teacher prepares four different stories, suitable for the language level of the students.
- b. The teacher organizes the students into group of four students

2. Whilst

- a. The teacher gives each group different stories

- b. The teacher ask each group to discuss about story has given
 - c. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
 - d. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes
3. Post-activity
- a. The Teachers together with the students evaluate students' performances.
 - b. The Teachers together with the students evaluate students' material.

D. Resources

- Practice Your English competence VIII Book
- Text (fables story) from internet

E. Assessment

1. Technique : Spoken Test
2. Form : Oral presentation test
3. Instrument :
 - a. Please tell your story based on the titles given!
 - b. Time allocated is 10 minutes for each group.
4. Assessment :

ASSESSMENT ASPECTS OF SPEAKING NARRATIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Fluency				

3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

Known by

Pekanbaru, May 9th 2011

The English Teacher

Researcher

GUSTINI, S. Pd

NIP. 19700810 199903 2 002

M. SYUKRON KATSIR

NIM. 107 14000 155

Head Master of MTs Muhammadiyah 02 Pekanbaru

SUDIRMAN, S.Ag. M.Pd.I

NIP. 19660128 200312 1 001

LESSON PLAN

School : MTs Muhammadiyah 02 Pekanbaru

Subject : English

Class/ Semester : VIII 1/ (Dua)

Meeting : 8

Time Allocated : 3 x 40 Minutes

Standard Competence

1. Understanding the meaning in the monologue text in the form of report, narrative, and analytical exposition accurately, fluently, and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of report, narrative and analytical exposition accurately, fluently, and contextually.

Basic Competence

1. Understanding and responding the meaning in the monologue text which uses various oral languages accurately, fluently, and contextually in the form of narrative text
2. Expressing the meaning in the monologue text which uses various oral languages accurately, fluently and contextually in the form of narrative text.

Indicator

1. Responding text monologue : narrative text
2. Monologue in the form of : narrative text

A. The goals

1. The students are able to express their ideas on fable with accurate English pronunciation.
2. The students are able to express their ideas on fable fluently.
3. The students are able to express their ideas on fable with good English grammar.
4. The students are able to express their ideas on fable with appropriate English vocabularies.

B. Lesson Items

The narrative text, e.g,

The Lion, the Fox, and the Ass

The Lion, the Fox and the Ass entered into an agreement to assist each other in the chase. Having secured a large booty, the Lion on their return from the forest asked the Ass to allot his due portion to each of the three partners in the treaty. The Ass carefully divided the spoil into three equal shares and modestly requested the two others to make the first choice. The Lion, bursting out into a great rage, devoured the Ass. Then he requested the Fox to do him the favor to make a division. The Fox accumulated all that they had killed into one large heap and left to himself the smallest possible morsel. The Lion said, "Who has taught you, my very excellent fellow, the art of division? You are perfect to a fraction. He replied, "I learned it from the Ass, by witnessing his fate."

The Ass in the Lion's Skin

An Ass once found a Lion's skin which the hunters had left out in the sun to dry.

He put it on and went towards his native village. All fled at his approach, both men and animals, and he was a proud Ass that day. In his delight he lifted up his voice and brayed, but then everyone knew him, and his owner came up and gave him a sound cudgeling for the fright he had caused. And shortly afterwards a Fox came up to him and said: "Ah, I knew you by your voice."

The Fox and the Monkey

A Monkey once danced in an assembly of the Beasts, and so pleased them all by his performance that they elected him their King. A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the place where it was, said that she had found a store, but had not used it, she had kept it for him as treasure trove of his kingdom, and counseled him to lay hold of it. The Monkey approached carelessly and was caught in the trap; and on his accusing the Fox of purposely leading him into the snare, she replied, "Oh Monkey, and are you, with such a mind as yours, going to be King over the Beasts?"

The Mouse, the Frog, and the Hawk

A Mouse who always lived on the land, by an unlucky chance formed an intimate acquaintance with a Frog, who lived for the most part in the water. The Frog, one day intent on mischief, bound the foot of the Mouse tightly to his own. Thus joined together, the Frog first of all led his friend the Mouse to the meadow where they were accustomed to find their food. After this, he gradually led him towards the pool in which he lived, until reaching the very brink, he suddenly jumped in, dragging the Mouse with him. The Frog enjoyed the water amazingly, and swam croaking about, as if he had done a good deed. The unhappy Mouse was soon suffocated by the water, and his dead body floated about on the surface, tied to the foot of the Frog. A Hawk observed it, and, pouncing upon it with his talons, carried it aloft. The Frog, being still fastened to the leg of the Mouse, was also carried off a prisoner, and was eaten by the Hawk.

C. The Steps of Activity

1. Pre-activity

- a. The teacher prepares four different stories, suitable for the language level of the students.
- b. The teacher organizes the students into group of four students

2. Whilst

- a. The teacher gives each group different stories

- b. The teacher ask each group to discuss about story has given
 - c. The teacher gives time for each group to prepare their presentation for approximately 20 minutes
 - d. The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes
3. Post-activity
- a. The Teachers together with the students evaluate students' performances.
 - b. The Teachers together with the students evaluate students' material.
 - c. The teachers closing the materials.

D. Resources

- Practice Your English competence VIII Book
- Text (fables story) from internet

E. Assessment

1. Technique : Spoken Test
2. Form : Oral presentation test
3. Instrument :
 - a. Please tell your story based on the titles given!
 - b. Time allocated is 10 minutes for each group.
4. Assessment :

ASSESSMENT ASPECTS OF SPEAKING NARRATIVE TEXT

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Fluency				

3	Vocabulary				
4	Grammar				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

Known by

Pekanbaru, May 11th 2011

The English Teacher

Researcher

GUSTINI, S. Pd

NIP. 19700810 199903 2 002

M. SYUKRON KATSIR

NIM. 107 14000 155

Head Master of MTs Muhammadiyah 02 Pekanbaru

SUDIRMAN, S.Ag. M.Pd.I

NIP. 19660128 200312 1 001

APPENDIX V

OBSERVATION LIST

OBSERVATION LIST

Class : VIII 1
Meeting : 1
Date : April 11th 2011

NO	Requirement			
	Section	Prefatory activity	Yes	No
1	A	The teacher introduce himself to the students		
	B	The teacher give information about narrative text and fable		
	C	The teacher prepares stories, suitable for the language level of the students.		
	D	The teacher organizes the students into group of four students		
2	Section	Primary		
	A	The teacher gives each group same story		
	B	The teacher ask each group to discuss about story has given		
	C	The teacher gives time for each group to prepare their presentation for		

		approximately 20 minutes		
	D	The Teacher asks each group to present their stories to friends in the classroom. In which group should present it for approximately 10 minutes		
3	Section	Closing activity		
	A	The Teachers together with the students evaluate students performances		
	B	The Teachers together with the students evaluate students materials		
Total				

Observer

Gustini, S. Pd

NIP. 19700810 199903 2 002

OBSERVATION LIST

Class : VIII 1
Meeting : 2
Date : April 18th 2011

NO	Requirement			
1	Section	Prefatory activity	Yes	No
	A	The teacher prepares stories, suitable for the language level of the students.		
	B	The teacher organizes the students into group of four students		
2	Section	Primary		
	A	The teacher gives each group different stories		
	B	The teacher ask each group to discuss about story has given		
	C	The teacher gives time for each group to prepare their presentation for approximately 20 minutes		
	D	The Teacher asks each group to present		

		their stories to friends in the classroom. In which group should present it for approximately 10 minutes		
3	Section	Closing activity		
	A	The Teachers together with the students evaluate students performances		
	B	The Teachers together with the students evaluate students materials		
Total				

Observer

Gustini, S. Pd

NIP. 19700810 199903 2 002

OBSERVATION LIST

Class : VIII 1
Meeting : 3
Date : April 18th 2011

NO	Requirement			
1	Section	Prefatory activity	Yes	No
	A	The teacher prepares stories, suitable for the language level of the students.		
	B	The teacher organizes the students into group of four students		
2	Section	Primary		
	A	The teacher gives each group different stories		
	B	The teacher ask each group to discuss about story has given		
	C	The teacher gives time for each group to prepare their presentation for approximately 20 minutes		
	D	The Teacher asks each group to present		

		their stories to friends in the classroom. In which group should present it for approximately 10 minutes		
3	Section	Closing activity		
	A	The Teachers together with the students evaluate students performances		
	B	The Teachers together with the students evaluate students materials		
Total				

Observer

Gustini, S. Pd

NIP. 19700810 199903 2 002

OBSERVATION LIST

Class : VIII 1
Meeting : 4
Date : April 20th 2011

NO	Requirement			
1	Section	Prefatory activity	Yes	No
	A	The teacher prepares stories, suitable for the language level of the students.		
	B	The teacher organizes the students into group of four students		
2	Section	Primary		
	A	The teacher gives each group different stories		
	B	The teacher ask each group to discuss about story has given		
	C	The teacher gives time for each group to prepare their presentation for approximately 20 minutes		
	D	The Teacher asks each group to present		

		their stories to friends in the classroom. In which group should present it for approximately 10 minutes		
3	Section	Closing activity		
	A	The Teachers together with the students evaluate students performances		
	B	The Teachers together with the students evaluate students materials		
Total				

Observer

Gustini, S. Pd

NIP. 19700810 199903 2 002

OBSERVATION LIST

Class : VIII 1
Meeting : 5
Date : May 2th 2011

NO	Requirement			
1	Section	Prefatory activity	Yes	No
	A	The teacher prepares stories, suitable for the language level of the students.		
	B	The teacher organizes the students into group of four students		
2	Section	Primary		
	A	The teacher gives each group different stories		
	B	The teacher ask each group to discuss about story has given		
	C	The teacher gives time for each group to prepare their presentation for approximately 20 minutes		
	D	The Teacher asks each group to present		

		their stories to friends in the classroom. In which group should present it for approximately 10 minutes		
3	Section	Closing activity		
	A	The Teachers together with the students evaluate students performances		
	B	The Teachers together with the students evaluate students materials		
Total				

Observer

Gustini, S. Pd

NIP. 19700810 199903 2 002

OBSERVATION LIST

Class : VIII 1
Meeting : 6
Date : May 4th 2011

NO	Requirement			
1	Section	Prefatory activity	Yes	No
	A	The teacher prepares stories, suitable for the language level of the students.		
	B	The teacher organizes the students into group of four students		
2	Section	Primary		
	A	The teacher gives each group different stories		
	B	The teacher ask each group to discuss about story has given		
	C	The teacher gives time for each group to prepare their presentation for approximately 20 minutes		
	D	The Teacher asks each group to present		

		their stories to friends in the classroom. In which group should present it for approximately 10 minutes		
3	Section	Closing activity		
	A	The Teachers together with the students evaluate students performances		
	B	The Teachers together with the students evaluate students materials		
Total				

Observer

Gustini, S. Pd

NIP. 19700810 199903 2 002

OBSERVATION LIST

Class : VIII 1
Meeting : 7
Date : May 9th 2011

NO	Requirement			
1	Section	Prefatory activity	Yes	No
	A	The teacher prepares stories, suitable for the language level of the students.		
	B	The teacher organizes the students into group of four students		
2	Section	Primary		
	A	The teacher gives each group different stories		
	B	The teacher ask each group to discuss about story has given		
	C	The teacher gives time for each group to prepare their presentation for approximately 20 minutes		
	D	The Teacher asks each group to present		

		their stories to friends in the classroom. In which group should present it for approximately 10 minutes		
3	Section	Closing activity		
	A	The Teachers together with the students evaluate students performances		
	B	The Teachers together with the students evaluate students materials		
Total				

Observer

Gustini, S. Pd

NIP. 19700810 199903 2 002

OBSERVATION LIST

Class : VIII 2
Meeting : 8
Date : May 11th 2011

NO	Requirement			
1	Section	Prefatory activity	Yes	No
	A	The teacher prepares stories, suitable for the language level of the students.		
	B	The teacher organizes the students into group of four students		
2	Section	Primary		
	A	The teacher gives each group different stories		
	B	The teacher ask each group to discuss about story has given		
	C	The teacher gives time for each group to prepare their presentation for approximately 20 minutes		
	D	The Teacher asks each group to present		

		their stories to friends in the classroom. In which group should present it for approximately 10 minutes		
3	Section	Closing activity		
	A	The Teachers together with the students evaluate students performances		
	B	The Teachers together with the students evaluate students materials		
	C	The Teachers closing materials.		
Total				

Observer

Gustini, S. Pd

NIP. 19700810 199903 2 002